







EDUCATIONAL SUPPLEMENT  
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### Attitudes to testing

Elsewhere in this issue are two pieces about testing and assessment which give food for thought. A news item on page 4 describes how one L.E.A., Norfolk, has stepped up its testing. A feature on page 19 by Martin Leonard, a local authority inspector, discusses some of the technical demands which the Assessment of Performance Unit has imposed upon the laborious nature of the brief which has drafted.

What is not in question is the fact that the schools are going to have to justify themselves more explicitly in the post-Great Debate era, and that of account-ability which is going to be demanded of them is evidence of pupils' achievements collected by formal and regular testing. But three squares await the testers, whether they be in the local authorities or in the Assessment of Performance Unit. The first is crudity or over-elaboration—fairly easy for sophisticated, research-minded professionals to resist; but, as experience shows, a common temptation for the second is over-elaboration—by implication, is what Mr Leonard alleges against the APU. The third is excess which could well arise in Norfolk if misplaced zeal is allowed to run riot.

The APU is already finding how difficult it is going to be to achieve a happy mean—simple without being simplistic, sophisticated without being over-elaborative, effective without being excessive and without encouraging every Tom, Dick and Harry to climb on the testing bandwagon.

At the heart of the matter is the understandable scepticism of the

## Keith Horsfield warns of the dangers faced by child smokers

### Dying for a cigarette

The third report on smoking and health from the Royal College of Physicians, which was published this month, contains important new sections on the smoking habits of children and the possible effects on their future health.

These include a twentyfold increase in the risk of lung cancer in heavy smokers and an increase of about three and a half times in the risk of dying from coronary heart disease; chronic bronchitis and emphysema are also much commoner. Teachers play an important part in determining the attitude of children to smoking, whether or not the children start to smoke, and in disseminating knowledge about the consequences of smoking.

Whenever I see children of school age blatantly smoking in public I wonder whether they really understand what they are doing. Probably most do not. I often feel that my clinical practice to patients for the rest of their lives will not be short of lung disease. About 34 per cent of my working lung disease patients are aged 15 smoke, and two-thirds this number of girls. Over the past 10 years there has been a small but welcome reduction in the number of boys who smoke at this age, but not in the number of girls.

One large study has shown that of those children who smoke more than one cigarette, as many as 85 per cent become habitual smokers. This is partly because nicotine is one of the most dependence-producing drugs known, on a par with heroin and other hard drugs in its respect. One in three smokers start before the age of nine, some even as young as five.

The causes of premature death which one-third of smokers will suffer, and of the prolonged life which affect so many of them, are due to the damage which suffices to say that the greater a child smokes the more the report are his chances of dying early.

It has been shown that children who smoke have more serious health problems than non-smokers. They are more likely to have work difficulties as they grow up, school, they are more likely to leave school early, and are more prone to delinquency and sexually transmitted diseases. Many of these features can be summarized as anticipation of adulthood.

There are a number of factors which determine the onset of smoking, and these are largely psychological and social. They include availability of cigarettes, curiosity, rebelliousness, appear-



TEACHERS CAN DAMAGE YOUR HEALTH

ing tough, anticipation of adult life, social confidence, example of parents and teachers, and in fact this list is almost endless. The example set by people in authority, especially parents, health care workers, and teachers, is of prime importance. School rules should forbid smoking by children on the premises. This rule has been introduced at Summerhill School where I spent my schooldays.

There is, however, a risk of children smoking just to rebel against the rules, and even in those cases where they have tried to enforce an smoking ban by themselves, there is as much smoking in other schools. Nevertheless, banning smoking is probably an unbalanced approach. Teachers should not smoke on school premises, at least in front of children.

The value of this is shown by the observation that teachers' smoking habits have more influence on schoolboys than does formal health education. Fewer children smoke in schools where the headmaster is a non-smoker. Teachers cannot be expected to make the effort to set such an example unless they are understood why it is so important. It is therefore essential for courses in education for teachers to include education in the effects of smoking and in methods of discouraging children from smoking.

Results of short didactic courses aimed at persuading children to stop smoking have on the whole been disappointing. But where formal integrated health education courses have been tried, in which smoking is only a part, there have been more successes. This has been notably in Switzerland, and in the United States as an element of school health education projects for 10 to 12-year-olds.

A trial of this course is being undertaken in this country by the Health Education Council, which also has a curriculum development programme for health education, including the effects of smoking, attitudes and teaching methods by teachers themselves. Dependence on nicotine obviously presents some difficulties. Perhaps this represents a considerable obstacle to the development of a non-smoking environment in schools.

Here is a real problem and it would be folly to expect the teachers who are happy to be smokers to try to dissuade other persons to pursue their habit in private when in front of children. It is 80 per cent of smokers who go through the habit and would do so if they knew how. If only they had no control.

The college committees regarding the genuine difficulties which dependent smokers have and has so wish to urge them to give up the habit. Adults who are aware of the risks and who choose to smoke should be permitted to do so if they wish. But this is very different from exposing children who do not understand the risks to an environment where smoking is considered a normal activity.

Doctors do not know of any other method of helping dependent smokers to stop, beyond general support, advice and exhortation. Intelligent recognition of the risk certainly does help—there has been a real fall in the number of smokers in social classes 1 and 2. The task of teachers and others in health education is to bring about intelligent recognition in children of the risks of smoking.

Dr Horsfield is secretary of the RCP committee on smoking and health.

## How much does a lesson cost?

An hour's sixth form science lesson is only slightly more expensive than an arts lesson, in spite of the extra cost of laboratory equipment and technicians' salaries. This is one of the findings of a report published this week by the Council for Educational Technology, which tries to answer the question—"how much does a lesson cost?"

Using calculations based on official statistics, the report estimates that it costs 58p to teach a sixth form science lesson for an hour compared with 53p for an arts subject—roughly the price of a packet of cigarettes.

By contrast, lessons lower down the school, where class sizes tend to be much larger, are cheaper. A science lesson below sixth form level works out at 24p a pupil for an hour; an arts lesson 22p.

This is one of the first attempts that have been made to work out the cost of education in this way. The financial services division of the Department of Education and Science recently asked a number of secondary schools in England and Wales to provide the sort of detailed information about their costs normally collected in their annual returns. Their replies form the basis of the report's section on costs.

The CEST report, produced by Mr P. Pearson of Pest, Marwick, Mitchell and Company, restricts its analysis to mainstream school subjects. Arts include languages, literature, religious knowledge and history. Sciences include biology,



Just over 50p an hour is the cost of teaching a sixth former Philip Venning reports

physics, chemistry, general science and music.

Making various assumptions about teachers' average salaries, Mr Pearson works out that the cost of one hour's teaching is £5. The cost of auxiliary help, such as laboratory assistants, adds an extra 44p an hour. Books and equipment work out at just under a penny for each pupil doing an hour's arts lesson below sixth form level; a science lesson costs a little more: just over a penny. At sixth form level books and equipment come to 1.2p a hour

Secondary education costs by age group (1973-74)

	Under 14	14 and 15	16 and over	Total
Teachers' salaries	320.6	255.1	26.6	602.3
Technical, clerical, salaries	17.9	14.2	4.4	36.5
Books	0.9	6.5	1.5	8.9
Equipment and supplies	2.7	2.1	4.7	9.5
Other running costs*				198.8
Total cost				959.1

\*Includes payments for caretakers, premises, etc.

### Teacher alleges brutality

Allegations of brutality towards children in an inner London reception centre are to be made on a regional tribunal. The former teacher at the centre is claiming wrongful dismissal.

The teacher will tell the tribunal that disturbed children sent to the centre for assessment were assaulted physically and verbally. She is alleging that they were hit and kicked by house staff in the centre's residential home, which is run by the local borough's social service department, and also maltreated by one of the inner London Reception Authority teaching staff in the tuition centre in which she worked.

The teacher, who is being represented by the NUT, is claiming that ILEA was responsible for her "constructive dismissal" by failing to take action over her repeated complaints about what was happening. Her allegations of violence towards

## Mrs Williams lists what every parent should know

Combining these results, the producer's figures for the cost of each pupil of an hour's lesson. These show, he says, that class size is the main factor affecting costs.

"Ancillary help is just significant as it adds about 10 per cent in the science costs, but the effect of books and equipment can be ignored."

The figures for ancillary help were based on a sample of 10 local education authorities. In secondary schools 63 per cent of ancillary staff were cleaners, caretakers and similar employees; 20 per cent were laboratory assistants; 9 per cent clerical; 4 per cent librarians and 4 per cent audio-visual aids staff.

Using these and other figures the report estimates the way costs are shared out among different age groups. Though sixth forms are the most expensive part of the school system, they cost less than a small minority, they take less than 10 per cent of the amount spent on teaching all secondary children.

The report also shows that spending on books and equipment in United Kingdom secondary schools rose faster between 1969 and 1974 than spending on teachers. But spending on other employees—secretaries, technicians and so on—rose faster than both.

Costs of Education in the United Kingdom by P. K. Pearson. Obtainable from: Council for Educational Technology, 3 Devonshire Street, London W1. £2.50.

A 19-point information code which the Education Secretary, Mrs Shirley Williams, wants schools to provide for parents was published this week. It includes details of teaching organization, arrangements for religious education and disciplinary procedures in the school.

Mrs Williams believes it is important that parents should have easy access to information to help them choose a school or course for their children. Information would be made available to parents and school, she says, in the draft circular.

The list includes: the name, address and telephone number of the school; any special characteristics such as single sex or day/evening; names of the head and senior staff; how parents can arrange to visit the school and times at which the teachers are normally available for talks; the number of pupils taken each year; the basis on which places are allocated and special subjects or facilities offered.

"It may not be sufficient to rely upon written information translated into various languages since not all such parents will be literate in their mother tongue."

### Holland report to get reply

Mr Albert Booth, the Employment Secretary, hopes to make a statement by the end of this month on the Holland report Young People and Work, the House of Commons was told this week. Mr Hoyold Walker, Minister of State at the department, promised a "firm and positive" response to the report.

Replying to questions about unemployed school leavers, Mr Walker said it was too early to make a prediction about the employment prospects of summer school leavers as said it was estimated that 634,000

Easter and summer term leavers would be looking for work this year compared with about 616,000 in 1976.

"It would appear", he went on, "that the Easter leavers have fared better than was generally anticipated. Of an expected 60,000 lower a little over a quarter—19,000—registered as unemployed. Of these, between 6,000 and 7,000 entered employment or training within four weeks. This indicated that about 80 per cent of the Easter leavers are now in employment or training."

### Off to a shaky start

There can be no doubt at all that the new Commission for Racial Equality has got off to the worst possible start. In the 11 months of its existence Mr David Lane was appointed chairman-elect, any chances that the new body might have been well regarded by active minority groups were effectively null. Now, much of the hard-won experience of the two old race relations bodies seems to have been dissipated.

It would certainly have taken skilled diplomacy to get the old Race Relations Board and Community Relations Commission working happily in harness. Earlier this year, in the CRC—notably the powerful unit headed by Dr Alan Little, which dealt with education and research—had become disillusioned and with the new body. Three experienced workers in the education field, including Dr Little, have left and a fourth has now opted out.

But at least the Board was strongly represented by Mr Tom Connolly, former executive of the Commission. Mr Connolly was known to favour the enhanced legal powers

of the new commission and to be prepared to administer the teeth in the new Act. But two weeks ago Mr Connolly resigned for personal reasons. As Lady Brockwell said: "To lose one parent may be regarded as a misfortune; to lose both looks like carelessness."

If ethnic minorities are to be convinced that this country has a positive policy for better race relations and that discrimination—whether conscious or unconscious—is to be that the commission should be seen to be behaving like a dynamic body.

Besides their legal powers of prosecution, the Commission is empowered to carry out formal inquiries into anything that seems relevant to their work. The quicker they use this power the better.

Hard and factual public scrutiny of workings of education and housing authorities, managements and trade unions, and other public institutions, which undoubtedly contribute to the well-documented discrimination and multiple deprivation suffered by blacks, could do as much as anything to show that, in spite of its miserable start, the new Commission means business.

### Spotlight on the nation's eyes

Sir—You will, I hope, be deluged with comments attributed to Mr Cyril Mackey, secretary to the King Edward VII Foundation in Birmingham (June 10), when he argues that his five schools should go independent rather than join the City's comprehensive system.

His argument seems to centre around the fact that his schools possess academic facilities for academic children and no workshops or craft rooms for all ability intake. Clearly he would seem to be expressing a commonly held point of view that crafts, design and technology are for the average and not the able pupil.

These children are not only handicapped at school, but will later be joining the thousands of drivers on the roads who have impaired coordination of the two eyes and no precise judgment of distances. In unfamiliar surroundings.

It is quite simple for skilled observers such as orthoptists to identify these problems well before school age, and treatment under the direction of ophthalmologists is carried out at most eye hospitals.

There is urgent need for a national system of specialist pre-school eye tests to assess the presence of squint and defective vision. Trained staff are available and pilot studies have proved that screening of this kind is economically and clinically viable.

VIVIAN MACLELLAN, Head Orthoptist, The Eye Hospital, Welton Street, Oxford.

### Letters to the Editor

#### Craft is for clever kids too

It is unable to earn its living without the able child is steered away from experiences relevant to his needs in a technological society. How long will it take to provide certain educational facilities for many courses now being offered in faculties of craft, design and technology which are highly relevant, demand higher order cognitive processes and are motor skills and are now essential for university entrance?

If Britain is to survive through its manufacturing industry, it needs to be able to train a sufficient number of people to do the jobs that the country

#### Elizabeth House leads the way

However, there is more to the problem than describing and disseminating present practice. We hope that while the unit will take a lead in satisfying the immediate desire of colleges for an exchange of ideas and experience, it will also be able to stimulate a more general direction of the leading problems which contribute to the situation of the young unemployed.

JOHN TOMLINSON, chairman, GEOFFREY MELLING, director, Further Education Curriculum Review and Development Unit, Elizabeth House, York Road, London SE1.

More letters, pages 16, 17

### Clampdown on private schools 'unlawful'

It was monstrous and unlawful for a local authority to restrict independent schools through its planning department, a London University professor said this week.

Lord Lloyd of Hampstead, QC, a Liberal peer and law professor at London University, has written to the authority, Camden Council in North London, to say it is attempting to usurp the role of Parliament and imposing unwarranted restrictions on "lawful and independent institutions."

Camden recently approved a borough plan which proposed restricting "the expansion of independent educational facilities other than nursery schools."

Although it has no educational responsibility, the council has openly supported the Inner London Education Authority's opposition to independent schools.

The plan, which will be sent to the Department of the Environment and which will almost certainly now be the subject of a public inquiry, says independent schools should only be allowed to expand "when there is a clear need for a specialized facility not provided by the public sector."

Lord Lloyd, who is chairman of the governors of an independent boys' school in Hampstead, Dulwich College School, said this week: "It seems to me to be monstrous and outrageous, and totally against the law for Camden to try to get this piece of policy into their borough plan. I feel it is entirely beyond their powers to use planning as an instrument of some kind of educational policy."

He said it was an invasion of the rights of a perfectly lawful enterprise. It is indefensible for Camden to try to put a clampdown on the use of our own land simply because they don't like independent education.

Dr Rhodod Boyson, MP, a Conservative spokesman on education, said he was highly critical of Camden's using its "left-wing zealots" to wage a vendetta against independent education.

Planning powers were given to local authorities to protect the local amenities—not for political purposes. This could well be another case to be tested in the courts," he said.

### New Objective Tests in Religious Studies

W. N. Greenwood and H. W. Marrutt. This book, by two experienced teachers and examiners, has been especially written for teachers who wish to use objective test questions as a teaching vehicle in Religious Studies. It also provides an extensive practice material for students preparing for examinations which incorporate objective tests in their mode of assessment.

Four hundred objective questions cover the full range of topics which are common to most CSE and GCE courses in Religious Studies: Old and New Testament studies, The Church, In the Modern World, World Religions, and Social and Moral Questions.

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### Graded Word Spelling Test

P. E. Vernon. This recently standardized test is suitable for pupils from the age of 6 to 16 plus. It provides a total of eighty words, each placed in the context of a short sentence. Items are selected from this list according to the age and ability of the pupils to be tested.

The test is contained in a single booklet and is designed to be delivered orally, to groups or individuals, in approximately thirty minutes. Full instructions for administration, scoring and interpretation are provided.

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# DES advises on school closures

The Department of Education and Science has now published its circular on falling numbers and school closure. It urges local authorities—particularly in urban areas—to make the most realistic possible assessment of future school population and consider whether schools should be closed, and how empty buildings can best be used.

The primary population is expected to fall from a peak of 5.2 million in 1974 to 4 million in 1985, and the secondary population from a peak of 4.1 million in 1979 to 2.5 million in 1991. Numbers are expected to increase again in the 1990s.

The circular says: "Proposals to close schools often evoke a considerable and understandable local reaction. The Secretary of State knows that local authorities are aware both of the difficulties and of possible educational and financial benefits which may sometimes show that a resolute

approach to closure is in the best interests of the children."

The circular says authorities must give "detailed and sympathetic" consideration to educational and economic factors—unit teaching and non-teaching costs compared with other schools in the authority, the effect of closure on transport costs, and the potential of the premises for educational or other purposes.

It concludes: "Where it can be shown that closure will not lead to a reduction in the quality of educational provision, that full consideration has been given to any social or other problems that may arise, that there will be significant financial savings, and that the problems appear to be outweighed by the educational and financial benefits, the general policy of the Secretary of State will be to approve proposals to cease to maintain under-used schools."

Circular 5/77. HMSO.

# Virginia Makins describes how one school became a statistic

## An open and shut case . . . ?

The decision to close Beverley Road Infants school, at the parish of Chiswick and of the London Borough of Hounslow, was pretty straightforward.

When the matter was first broached at the primary schools sub-committee in March there were murmurs. "Suppose the country becomes fantastic—prosperous on North Sea oil and people start buying kids again?" "Seems a dickens of a long way for infants to walk." But the sub-committee quickly agreed to consult parents, with a view to taking a firm decision at their next meeting in June.

Beverley is a tiny, popular, urban village school, with 100 infants and 42 three- and four-year-olds part-time in the nursery. It opened in the 1920s as an overspill school for Hogarth Infants, some 600 yards away, and it has room for 245 children.

Hogarth Infants has 94 children, plus 28 in the nursery—and space for 240. In the next-door, a half full with 205 children. Another nearby JMI school, an old three-decker, with room for 490, has 170 children, plus 25 in the nursery. The total fall in the full-time roll in the area since 1973 has been 24 per cent.

This year, with the retirement of the head of Hogarth Infants, the way was cleared for the authority to appoint the Beverley head to take over and merge the two infant schools into the Hogarth building. Hogarth teachers, living in a comfortable house with a garden, a music room, a pottery and woodwork room, a music room and a needlework room, could easily make space for a couple of infant classes.

The Beverley head, Mrs Margaret Adams, viewed the prospect with deep regret. The only possible advantage she could see was the chance of closer links with the junior school. A group of parents reacted with furious energy. They called a public meeting a

week before the formal consultation meeting with parents arranged by the education officer, Mr P. J. Lee. Since the authority refused to send parents any documents explaining the proposals—a parent who asked to see the original paper that went to the primary sub-committee was even off-shooty—their meeting was confused and resentful.

But it ended with the election of an ad hoc committee, who drafted an extremely coherent list of questions, and sent them to Mr Lee. They wanted to know the statistics, the exact saving, the details of how the merged school would be planned and staffed, and what parents would still be able to choose between schools, and whether nursery provision would be cut.

When they met the authority at the official public meeting a week later, they still did not have any written answers. The only factual basis for the meeting was a somewhat disingenuous introduction by Mr Lee, who said that the figures of the following birth-rate in Hounslow and falling rolls in the four Chiswick primary schools.

At one point, when Mr Lee was describing how in the old days the merged boys of Hogarth Juniors had marched into school to a tin band, a member of the audience asked him to stick to the point. Mr Lee reacted furiously: "If there is any reason, I go straight out of that door."

The meeting was a long one and given this start—remarkably polite parents asked about plans for new housing, about the likely drift—with 100 families in private schools from the same counties back to the city, and so on. They were told the saving would be £30,000 a year and given a breakdown of head's, deputy's and caretaker's salary, maintenance costs.

Questions were answered patiently but after an hour or so it was plain that he considered it was up

to the politicians to consider these general factors. The parents were supposed to confine themselves to questions about the education of their children.

After their meeting, the parents got their answers, from the authority and elsewhere, and drew up a highly argued factual paper, with tables, questioning the judgment about future population in the Chiswick area, and arguing that the Hogarth schools would be overcrowded—and the quality of education suffer—if the merger went through. Armed with this, they lobbied councillors.

But at the meeting of the schools subcommittee on Tuesday, the deputy education officer, Mr J. C. Cooper, quietly and persuasively knocked down all their arguments one by one. Their statistics were "ripples in the figures which cannot be taken into account," he said. The Hogarth schools would "be in a position of having more than their classes registered." £30,000 would in no way be regarded as an insignificant saving.

His logic seemed incontrovertible to all but two councillors, and the proposed merger through very smoothly with many protestations that it was all in the best interests of the children and compliance to the parents for their excellent paper—"albeit" as one elderly councillor said, "a case that can be so completely defeated." The teacher representatives noted that the remaining primary space in Chiswick offered plenty of scope for a reduction in class size "when the oil flows".

It was the vast majority considered, an "open and shut case." After all, Mr Cooper had pointed out, the new DES circular is "positively exhorting authorities to tackle the problem of closures in a resolute way."



Some of the 12 gods and goddesses of Olympus made by Anne Doublt Scott against the background of the Parthenon frieze.

# Leicester scores classical first

## with borrowed bust and olive

A resourceful resource centre has this month scored a classical first. Leicester's centre has borrowed on a large scale from the three great museums in the country, the British Museum, the Ashmolean, Oxford, and the Fitzwilliam, Cambridge, in provide an introduction to classical Greece for schools.

Loughborough college of education has built a model of the Elgin Marbles, and this is the only one of its kind in the country. The main function of the museum has been research and education, and the new body lumps together the Elgin Marbles, the Elgin Marbles, and the Elgin Marbles. There is a lot of support services. There is a lot of support services. There is a lot of support services.

Mr Rowntree Clifford says the style of presentation is "light and lively with the ordinary classroom boy and girl and teacher" to stimulate both children and teachers in work in the museum.

The Greek materials will be made available to the end of the year. On June 29 the centre will have a half-day session for any of the teachers or resource centres. The materials will be made available to the end of the year.

The British Museum—which has never before lent in this way for educational purposes—was even prepared to lend real objects. It planned a case worth £20,000, but Leicestershire could not meet the security requirements.

The unit has not simply been used as an exhibition. "We loan the word," says Mr Rowntree Clifford, Leicestershire's resource consultant. Children and teachers come in for a carefully planned three-hour working session. The Leicester centre has borrowed on a large scale from the three great museums in the country, the British Museum, the Ashmolean, Oxford, and the Fitzwilliam, Cambridge, in provide an introduction to classical Greece for schools.

# Norfolk has superior readers

A survey of the reading ability of 10 to 11-year-olds in Norfolk has found that the county has significantly more "superior" and "above average" readers than the national average. It has significantly fewer "below average" and "poor" boy readers to every girl.

The survey is the second stage of an elaborate screening and assessment programme in the county. For the last two years, all Norfolk children have been screened for reading ability. The screening programme has been backed by a variety of courses in literacy.

The 10-plus test, which started this year, is intended to give a more systematic information about the standards of children coming to them.

Norfolk is now planning a series of mathematical olympiads for all nine to 10-year-olds. The olympiads will help primary schools identify problems in their own schools. The screening programme has been backed by a variety of courses in literacy.

# Rocky start for new face board

## Policy Hodges

The new Commission for Racial Equality which is going this week into the resignation of its chief executive has suffered another blow. The education officer of the Community Relations Commission, Mrs Yvonne Collins, has at the last minute not accepted a job with the new commission.

Her decision is serious because she was the only senior education officer in the former CRE who was continuing with the new commission. Her departure means that there is only one person at officer level—her assistant—who employed the education section of the commission for Racial Equality.

Mr Peter Hodges, who has just been appointed to the post, has decided to leave. There has been much dissatisfaction about the rule education which is currently being discussed by the Labour Party.

More than half of the mid county boroughs lost education and other services on local government reorganisation in 1974. The non-metropolitan district councils which could provide education could include Basildon, Derby, Hill, Leicester, Nottingham, Plymouth, Portsmouth, Southampton, Stoke and possibly as many as 40 boroughs.

# Labour talks on restoring county borough powers

## by Mark Vaughan

A number of the old county boroughs could regain their control over education, according to proposals to restore their autonomy which are currently being discussed by the Labour Party.

More than half of the mid county boroughs lost education and other services on local government reorganisation in 1974. The non-metropolitan district councils which could provide education could include Basildon, Derby, Hill, Leicester, Nottingham, Plymouth, Portsmouth, Southampton, Stoke and possibly as many as 40 boroughs.

Mr Peter Shore, Environment Secretary, suggested the idea at the Labour Party's local government conference in Harrogate in January. It was very well received.

Now the idea of a quick, short-term reorganisation has just been recommended in the Labour Party's national executive committee by its regional and local government sub-committee.

The proposal is to be included in a Labour Party consultation document to be considered at meetings all over the country in the autumn and winter. However, the subcommittee has recommended that if there is a chance of legislation in the next Parliament, or for a manifesto commitment for the next Parliament,

# Further delay for Tyndale six

The fate of the former William Tyndale Junior staff cannot now finally be settled by the Inner London Education Authority until the autumn. Appeals by five of the six teachers against the disciplinary tribunal findings that they should be dismissed will be heard separately and are expected to last until September.

At Monday's opening of the proceedings the three Labour members of the authority's appeals sub-committee faced a demand from the teachers that they withdraw from the case. The members did not agree to this demand, but they had taken part in a party meeting which had decided to press the education officer to take action against an ineffectual, only charges on which the tribunal has recommended dismissal. But they said that there was an way in which they could disqualify themselves from taking part in the appeal hearings.

The proceedings were adjourned for a month to give the teachers time to study the 3,000-page transcript of the tribunal proceedings, which was sent to them during the Bank Holiday weekend. The sub-

# How to bring out Devon's whiz kids

Special skill banks are expected to be set up in Devon to cater for brilliant youngsters in a scheme thought to be the first of its kind in the United Kingdom.

This is the main recommendation in a report published last week by the Devon education authority on how to find and educate gifted children.

The paper says that special part-time classes would be held at selected schools, colleges and teachers' centres, starting in the autumn.

The report says that spotting the potentially brilliant child is "not always easy, and teachers should be trained to detect signs of latent giftedness, particularly among primary school pupils. Special care should be devoted to identifying gifted children who may be physically or emotionally handicapped, have unambitious parents, or who may find school boring.

The report gives some pointers for spotting gifted children and displays considerable insight, understanding and powers of concentration. They may be able to converse in a adult way, have a highly developed sense of humour, and be able to mimic accurately.

Other gifted children may be spotted simply by "a bloom of intelligence" in their eyes. But they may not be able to read and write well and may be lonely, arrogant and indifferent to the needs of others. And they may be lonely, arrogant and frustrated or disruptive behaviour.

# Industry snubs Jubilee scholarships

The successful winners of the £500 a year scholarships will be chosen by schools as well as industry. But many companies, particularly the industrial giants such as ICI and the British Aircraft Corporation, are known to be in favour of choosing students through their own machinery.

But now, following a cool reaction from industry, the number of suggested scholarships has been drastically reduced to 200 and the contribution from firms is expected to be no more than £100,000 a year.

Initially the Department of Education and Science in a series of drafts proposed to award 500 competitive scholarships should be offered each year out of a "pool" fund of more than £1m. The money, it said, should be raised jointly by industry and the Government.

The CBIs have been having talks with the Government about the scheme. Lock of finance and concern about the selection of students and the higher education courses they will be offered are the on-

one is a guarantee. The vast majority of those leaving independent schools last year chose to continue their education in universities or colleges. Just over 80 per cent of the girls and nearly 74 per cent of the boys went on to take degrees or other full-time courses. A handful took part-time courses while 10 per cent of the girls and 18 per cent of the boys went straight to work.

This most popular career for girls was secretarial work, with languages, nursing and science following close behind. Teaching, which was third in the league table two years ago, has now slipped to sixth place. Intention of last year's school leavers (ISC) Career Bulletin 158, 12a to 180 Princess Way, Conberley, Surrey.

# It's toff at the top . . .

The girl from an independent school who told her career teacher she was going to become a lady of leisure will find, if she has the time or energy to look, that her choice of profession has been documented and recorded for posterity.

The boy who became a male model and the others who decided to be philosophers, political scientists, and/or organ tuners are also noted in this year's report from the Independent Schools' Careers Organisation.

The proportion of professional sportsmen (cricketers, golf pros, tennis and squash coaches, jockeys and horse trainers) remains the same as last year, but there is a decline in the number of those who opt for the arts. Even so, out of 180 Princess Way, Conberley, Surrey.

... but daddy can still do the trick

Patronage gets on endorsement in the Independent Schools' Careers Organisation bulletin this week. The 18-year-old who has left life fee-paying school with not even an O level in his name should get his pointer in line a chor with the falcons at the club or on the golf links, the bulletin says.

"Father should not hesitate to do a little place-seeking in the eighteenth-century style. . . . It still works."

If daddy has got a few spare pennies he can always get the young sprig into a training course somewhere. The John Makepeace School for Wood Craftsmen can turn out a lower for £3,000 or the Inchbold School of Design will produce a drawer.

I am sitting in the sun. Across the roof, just audible, the thump of the bass drum marks the opening moves in the final rehearsal of the Trooping the Colour. Scotsmen in kilt and tartan bonnets mill about in the Sanctuary on their way to Westminster Abbey. What odd shapes they are, my fellow countryman, each pair mismatched like a couple of dwarfs with bear-balls walking with German called them when Glasgow regiments were stationed in BAOR. Are these the shape of poverty?

Londoners view these colourful and belligerent invaders with suspicion. How embarrassing if tourists thought these bellowing fellows were part of the Jubilee celebrations. Still there is no panic. Though the wild men have at least reached London, which is more than you can say for their ancestors of the 45. They will be gone tomorrow leaving Londoners to get on with the civilized business of fleecing tourists and selling real estate to the Arabs.

I am sitting in the shade. Clouds mask the sun. The last notes of the massed bands of the Brigade of Guards have faded. The Scotsmen are streaming up the road to Westminster, out of sight and out of

# PERSONAL COLUMN

John Rae  
**Can this light be put out?**

they need is help to develop a clear mind and a sense of history. A clear mind will enable them to think through the problem for themselves to discriminate between true and false arguments, to resist prejudice, to reject the sacred cows and taboos of their fathers.

The development of a clear mind is difficult. It does not flow naturally from unstructured discussion or creative writing. If it can be developed at school, it must be through the learning of subjects that demand mental clarity and discipline of logic.

Mathematics and history are probably the best vehicles. And his-

tory also has the advantage that it places the clear thought in the context of unfolding human experience. Solutions to national problems that are not noted in an awareness of the nation's history will wither fast.

With a clear mind and a sense of history our children and pupils may have chance. Without these qualities they will be the victims of every false prophet and charlatan ideologist who comes along. Do our schools encourage these qualities? The next twenty-five years will be the test. If our children remain apathetic in the national crisis or fail to fettle extremist solutions, the problems of the seventies will be largely to blame.

I am sitting in the dark. Scotland has no windows and I have closed my doors against the evening horde's return. It is already too late. Are our children already turning in their frustration, to extreme solutions? Are we inflicting them with our adult despair? "The summons to our civilisation saviour," writes the *New Statesman*, "is in a classically possible circumstances, 'be just across'."

And *The Times* carries an article entitled "Disturbing signs that nationalism could be just around the corner in Britain." A punk rock

# Dispute stalemate

There has been a stalemate in the dispute between the National Education Association and Hampshire education authorities. The authority has refused to discuss the dispute, but has led to teachers' refusal to return to work, and the authority has called off the dogs.

The dispute has been rekindled by accusations of falling to agree terms of the national collective agreement, which stipulates that the authority should be consulted if the procedure is invoked.

# Education: Examining the Practical Applications of Research

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*July Denn and Bruce Chopping*

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*Edited by Roy Glatzer for the British Educational Administration Society*

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Studies in Education No. 4. Published on behalf of the University of London Institute of Education. £2.75

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*Guy Neuge*

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Moral and Religious Education in County Primary Schools  
*Report of a working party to the Social Morality Council.*  
*Edited by N. J. Blacklock*

This is a report written with sensitivity and insight by teachers with varied but direct up-to-date contact with primary education. Its observations and recommendations should encourage all primary school teachers, who will certainly gain from its insights and suggestions, and not least perhaps, from its provocations. £4.10

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Reorganization of the much-criticized Schools Council, the guiding body in curriculum planning and examinations, went a step further this week. The council's internal review body met to discuss a plan to change it into a two-tier structure. The proposals, from Sir Alex Smith, the

## Curriculum: case for power-sharing

One of the myths of English education is that schools have a long tradition of freedom to plan their own curricula. This is historically untrue. Primary schools had their curriculum clearly laid down until 1926, and the secondary curriculum was rigidly controlled by regulation until 1944.

The 1944 Act does not contain any reference to the word curriculum and, as everyone knows, only religious instruction is a statutory necessity. Why? It is difficult to say about this. According to John White it might have been a Tory plot; according to Timothy Roison, a bureaucratic omission. A possible answer is that the 1943 White Paper and the subsequent Act were leaving curricular decisions to the schools. But in fact the Norwood Report made matters worse, not only by falling to lay down any kind of minimum curricular requirements but also by recommending abolition of the group examination in secondary schools at 16 and its replacement by single-subject examinations. Schools were now completely free to "plan" their own curriculum.

What puzzles me is why it should be regarded as virtuous to have a laissez-faire policy on the curriculum when laissez-faire has been discredited in almost every other subject of our social, economic and political life. It is difficult to find a rational opposition to the argument which says that if the state makes schooling compulsory and years that it also has a responsibility to specify some of the benefits which are meant to be the result of such compulsion. It is also difficult to see how these benefits could be spent out except in terms of curriculum content.

There are three main weaknesses in the typical secondary school curriculum. First, mostly as a result of the single-subject examination structure, most secondary schools operate optional systems in their fourth and fifth years which are poor substitutes for curriculum planning. The other great weakness of the English secondary curriculum is that it has serious gaps for a curriculum in the 1970s. In particular, it leaves many children almost completely ignorant of technology and allows most children to leave school at 16 very badly educated in the political, economic and social structure of their own society.

The real scandal of our educational system is not that some industrialists appear to be delighted with the attainment in basic skills achieved by a small proportion of school leavers, but that many children still do not have access to a really worthwhile curriculum. By the early 1960s it was clear that dissatisfaction with the curriculum was shared by the DES and some ministers. David Eccles even suggested that he should be allowed to "exercise a dramatic change from the good old days when Tomlinson hoisted complacently that he knew "nowt

council's chairman, are for a convocation of about 50 members which would not be controlled by teachers, and a professional board which would have a teacher majority. An interim report on revamping the council will be presented to the government's next month.

## Curriculum: case for power-sharing

about the curriculum". But by the 1960s teachers, or at least the teachers' unions, had grown accustomed to the laissez-faire position and were unhappy about the prospect of a degree of central control in the proposed form of the Curriculum Study Group, especially when it was described as "a kind of commando unit". The result of their protests was that the central influence of the Curriculum Study Group was given way (in 1964) to the Schools Council.

It may be no coincidence that this was a time of severe teacher shortage, and teachers clearly had more industrial muscle than they have now. For whatever reason teachers were given a majority voice on all major committees of the Schools Council and the policy was established that the council was not a curriculum planning body which would lay the foundation for a basic national curriculum; the council was established merely as a national centre for curriculum development and research.

It has therefore operated on the cafeteria principle: teachers might

Here, DENIS LAWTON looks at the history of curriculum planning and that a degree of central control is the best thing. Right: JOSLYN OWEN, the Schools Council's record shows its present predicament.

## Curriculum: case for power-sharing

the recommendation of the professionals on 16-plus examinations. This kind of derisive-making does not look very healthy in a democratic society—especially when the DES had been criticized by the OECD for too much secrecy. So what the DES now needs is a Schools Council which could carry out DES policy without the civil servants (or the politicians) seeming to have control over curriculum and exams.

In the House of Commons on February 17 this year, Shirley Williams said that the last thing she wanted to see was the Schools Council as "the puppet of the Department", but that may well be what is going to happen. Which not far from the constitution of the Schools Council. To get a respectable, a very complicated formula will be needed: giving "the public interest" a voice; giving the teaching profession some kind of authority but keeping their real power in the hands of the DES.

All this is worrying because people are cynical at politics and longing for power when there is a real planning job to be done. There

by Denis Lawton



'There is a dangerous tendency to think there is only one level of curriculum planning and that therefore there must be a struggle for control'

be offered three different varieties of science, for example, and they could choose whichever one they preferred, but to me at the Schools Council would say that every pupil should study science. The laissez-faire principle once again.

Now the Schools Council is under attack, ostensibly because teachers have not involved the rest of the community sufficiently in their deliberations and decision-making. Is this the real reason? Probably not. At a time of financial cuts, there is a swing of power to the centre—the paymasters.

But if the DES wants this kind of power, it has to handle the situation very delicately. Let us look at the recent past, and we have no offensive this might appear if such events happen too frequently. After long negotiations with the profession, the Schools Council recommended a new grading system at a level the Education Secretary (then Mrs Thatcher) presumably acting on the advice of her civil servants, refused to accept the Schools Council's recommendation. Last year it happened all over again with Mrs Williams who, on the advice of her civil servants, refused to accept the national guidelines, and also

is a need for some kind of national council to reach agreement about it. In fact, there is also a need to ensure that too much power does not swing in the centre so that when money is short any new development in education could be blocked. How could this be avoided?

In my view there is no necessary conflict between a certain kind of central influence on the curriculum and the maintenance of the professional autonomy of teachers. There is a good deal of woolly thinking in the area but it would help if we thought of curriculum planning as necessary at a number of different levels:

1. National. There is a need for certain guidelines to be laid down, not a detailed curriculum but a charter of pupils' educational rights in terms of the knowledge and experiences every school should be obliged to offer. The Schools Council might advise the Secretary of State on this. It would stop far short of the kind of detailed curriculum which the NUT in particular has rightly denounced.

## Teachers turn down Ulster transfer scheme

Northern Ireland teacher unions have rejected a transfer system designed to replace the 11-plus. But they are likely to agree to operate the new arrangement for an interim period of two years.

The new system, which was recommended by a government working party in April, works through schools compiling transfer reports on children, with details of such things as attainments in arithmetic, English and verbal reasoning. Parents would express preference for a school to much the same way as in the Inner London Education Authority. At a recent meeting with Lord Melchett, minister responsible for education, a delegation from the Ulster Teachers' Union said the system would place a heavy burden

on school heads and create fears about transfer reports and interviews with parents. In a statement, the union rejected the report in its entirety "on the grounds that its proposals constitute a worse package than the present selection procedure". But it offered to operate the system for two years, "during which time it trusts a non-selective system of secondary education will be devised".

Earlier, a delegate conference of the National Association of Schoolmasters/Union of Women Teachers also threw out the report, despite a plea in its favour by the union's representative on the working party, Mr John Scott. Mr Scott said the new scheme had several advantages over the 11-

plus, among them an area board transfer officer to ensure fair treatment for all children and the abolition of "two traumatic days of examination".

Mr Eamon O'Kane, a teacher in a Belfast secondary school, said that while the scheme resembled that of the ILEA, a significant difference was that in London there was a declared intent for schools to become comprehensive within a set time. "Such a declaration has still to be made for Northern Ireland and in this context there is real fear that these so-called interim proposals will become permanent", he said. N.A.S.U.W.T regional officer, said there was a real danger of disputes between parents and teachers on individual assessments, and this could sour the

# Schools Council: a beginning, a middle... and now?

Enthusiasm is not enough: that was Jack Wrigley's appropriate message to the Schools Council for the last days of its middle period in 1975. To look upon the history of the council as a three-act drama is inevitable. In the first phase of its life, the council's idealism contrasted with inactivity in the curriculum as well as with a lack of any sense of its importance—as a whole as a collection of subjects and

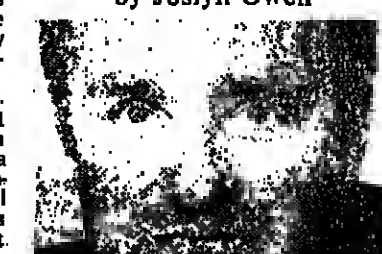
debates. Schools would have responsibility: transferring guidelines into detailed plans. This ought not to be a responsibility of the head teacher. In number of schools, the process of developing curricula was supported by a pitifully small operation of training and of the so-called "pilot" schools. In 1970 the council published *Inquiry 2*—three volumes of the findings of surveys about post-16 education. It is remarkable that this attracted no major public attention despite the fact that it affected more than two thirds of the country's families.

Despite the irony that some of the Schools Council's good work was being ignored at the time when education was hitting the crest of the wave, the middle phase can still be typified as one of vicious self-awareness. This was the time when teachers' centres (400) were established, when in-service training schemes were introduced and when advisory services—with the 1974 re-organization of local authorities covering a long shadow—were improved. It was the time, too, when, in the broadest sense, innovation in education achieved respectability.

The six-year period which culminated, as some would say, in the 1972 White Paper, reflected the best and the worst reactions of local education authorities to the Schools Council. Mead was succeeded by Bullock. This meant that the committed, professional and broadly liberal interests of the first chairman inevitably went through some reinterpretation. The transition brought out the strengths of the council. It was recognized that some of those who were already at work in the education system. The four years of

those who funded it—the DES and local authorities. It did not appear to be a body which would lend in the name of expediency (again, wisely or not) to teachers' professional associations. Nor would it be too interested in the actual arguments of hostile trespassers. The middle period marked what has, until now, been a higher point of the council's influence. What has

by Joslyn Owen



'The council... is caught amid complex criticisms about education'

followed has been coloured by notions of apologetics and by a belated search for friends and supporters. The present phase lacks idealism, realism and vivacity. This is the direct responsibility neither of those who direct the council nor of those who execute its programmes. Climates have changed. We now question the costs—but it sometimes seems only the costs of improvement, and too loosely committed, as it seems, to the broader aims of the council; to have had such chance of lasting success. Publications about educational development have multiplied too rapidly to allow the council to maintain its particular distinction.

The council's policies about dissemination and spread of influence have been weak. Equally weak has been its role in connecting curriculum and exams. The Secretary of State's prime position on exams places her in a niche of superiority and control. This contrasts markedly with the role

of most of the rest of us: we advise, we lobby, we rationalize, we argue and we protest. But in the end we must acknowledge the control of the Secretary of State. If we were to build on a Gerry Fowler's conviction of central control, we should not be too surprised that the DES yields enough influence over exams at 16 and at 18 either to nullify or to stimulate the movement of school development of the curriculum.

Powder's annotation of the Department's White Paper, specific course approval, a regional staff inspection, recommendations, and so on, can be related in a comparable range of influences over schools. Examination boards, the Architects and Building Councils, the Department, HMI surveys, indirect approval in colleges of education—each of these directly or less directly affects what is taught and how. There is further variance among the influence of teachers. In arguments about development, control and innovation, teachers are always described as *The Teachers*—as though they all share in a clear unanimity of view about scores of different aspects of education.

The subtlety of influences at work in a domain which the Schools Council once genuinely regarded as virgin ground has been well documented (through insights such as those of Michael F. D. Young, Ronald Manors, Geoffrey Caston and David Jenkins—as well as of Gerry Fowler). Can the council take these subtleties into account in formulating its future policy? If it can, does it have to lose too much of the idealism of Derek Morrell? And will the rest of us allow the review of its functions and methods to be sensitive?

The answer to the three questions must be a doubtful yes. This means that we have to give the council further life. We also have to accept that Eccles, Boyle and Morrell were right but that now is an untoshable time to admit it. And we have to moderate facile hawkishness.

The author is chief education officer of Devon. He was joint secretary of the Schools Council in 1966-67.

<p><b>Run over by farm vehicles</b></p> <p>Nigel Age 3 David Age 15 James Age 1½ Nick Age 2 Alan Age 5</p>	<p><b>Drowned or suffocated</b></p> <p>Sarah Age 3 Thomas Age 4 Guy Age 2 Philip Age 2 Robin Age 4 Richard Age 8</p>	<p><b>Crushed by overturning tractors</b></p> <p>Paul Age 13 John Age 11 Timothy Age 13 Alan Age 15 Gillian Age 9 Darrford Age 15</p>	<p><b>Burned to death or electrocuted</b></p> <p>Harry Age 12 John Age 14</p>	<p><b>Killed by falling objects</b></p> <p>William Age 2 Linda Age 12 Sally Age 5 Roderick Age 3</p>
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# Send for this film now. It could save a child's life.

"Apaches" is a twenty seven minute film, made because twenty one children died in farm accidents last year. Fifty three children died in the previous two years. Their names are listed at the end of the film. If those children had been made aware of the dangers of their games in and around modern, mechanised farmyards, they might be alive today. Designed for screening to young audiences, "Apaches" is the story of a gang of children playing Cowboys and Indians among potentially lethal pieces of farm equipment. It illustrates, clearly, the sort of situations in which a peaceful corner of a farmyard can become a deathtrap. Borrow this 16mm film now - IT'S FREE. Teach your children that playing on farms can be playing with death.

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Tel. No. (for confirmation) \_\_\_\_\_  
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Government Buildings, Bromyard Avenue, Acton, London, W3 7TB. Tel. 01-743 5555.



# Teachers turn to parents in cuts fight

Parents in Oxfordshire have been asked to support the National Union of Teachers' campaign against the county's cuts in education spending. The union has printed 70,000 copies of an open letter to parents and a campaign leaflet which sets out the teachers' case against school staffing cuts.

The letter says that teachers have withdrawn their supervision of pupils during lunch breaks and, from next Monday, will refuse to teach classes with more than 32 children in primary schools, 27 in reception classes and 30 in secondary schools.

Strikes in selected schools will follow on June 28 unless the county council moves to reduce the cuts. Oxfordshire's cuts include the loss of 344 teaching posts including redundancies of more than 150 people.

A ballot of NUT members in the county produced a 90 per cent majority in favour of class size action while 78 per cent voted for a strike.

A last-minute effort to resolve the dispute was made last week when Mr John Gray, NUT president, met the authority's leaders for nine hours of talks. Deadlock was reached when no improvement of the pupil-teacher ratios could be agreed.

Mr Fred Jarvis, NUT general secretary, said the dispute was the most serious confrontation the union had faced with a local authority over cuts in staffing standards.

A spokesman for the county council said they were willing to hold further talks, but that "neither side has done anything to arrange a meeting."

The staffing cuts would mean a deterioration of the pupil-teacher ratio in primary schools from 25.5:1 to 25:1. In secondary schools it would come from 17.0:1 to 18:1.

The NUT claim that Oxfordshire, which is now halfway in the league table of staffing standards, would slump to 101st out of 104 authorities for primary schools and 103rd for secondary schools.

Parents are also told that there is £6.25m in the county's contingency fund and reserves of £2.9m. They are urged to write to their MPA, local councillors and newspapers and raise petitions, organize meetings and put pressure on the county council. About 200 Oxfordshire schools were affected by the ban on school meal duties this week.

# School planned on site of Iron Age fort

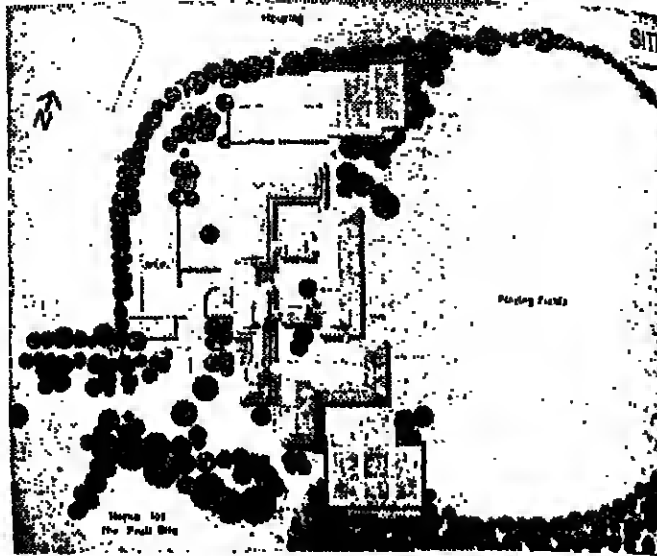
An Iron Age fort at Winklesbury Ring, near Basingstoke, Hampshire, is being converted into one of Britain's most unusual secondary schools. The site was excavated by archaeologists last year and the new secondary school is now under construction within the ramparts of the prehistoric fort. It is due to open in September.

The educational site is expected to cost £94,000—nearly £20,000 above the original estimate. But a county spokesman says the increase reflects soaring construction costs, not planning extravagance.

Trevor Harris of the county architects' department says the scheme is "a real test" for the county. More than any secondary school built in Hampshire today, it has endeavoured to give the school an aged quality with links back to the past, without carrying plagiarism too far, he says.

By using the floor level of the new school into the excavated area left by the archaeologists, the architects have tried to reduce the bulk of the building to make it blend in with the natural landscape. During the Iron Age the fort would have been a cluster of round huts surrounded by a stockade, and so a modern stockade fence is being erected around the perimeter of the school.

One of the greatest difficulties confronting the planners was devising a suitable entrance, which would counteract the severe westerlies, without screening the



fort from the public's view. They are a compromise that has been found in a variety of chalkland trees. These will reinforce the existing stands of beech and help to outline the fort's boundaries, while the building elevations are scaled to give extra protection.

A second development phase will include open courtyards interspersed with the classrooms—intended to promote a college atmosphere; drama facilities and £100,000 worth of "community extras" sponsored by Basingstoke District Council.

The district plans include an upper floor meeting area, with a licensed bar away from the mainstream of student activities. The accent will be on entertainment, with a minimum of formality.

Tracing the county's imagination in masterplanning a child history-bunk school is Dr Geoffrey Wainwright, an Inspector of ancient

# School to work



This week: crisis in engineering • monitor system • science and technology • industrial experience.

# Two reports recommend improving the image of production engineers

by Mark Jackson

A number of the biggest multi-national companies have made it plain to the Department of Industry that they do not consider the weaknesses of British industrial management are caused by any alleged defects of the education system. They blame instead the tax system and union conflicts for making industry unattractive to able graduates.

Top managers and senior executives from multinational and British companies have given their views to a Whitehall working party on industrial management. Headed by Miss Anne Mueller, an under secretary in the Department of Industry, it has spent a year trying to identify the problems behind poor manufacturing performance.

The working party, which includes representatives of the Department of Education and Science and of Her Majesty's Inspectorate, has been particularly concerned with the problems of getting more graduate engineers into active production, and of using them more effectively in that role.

Although its report has not yet been published, some of its earlier discussions have already proved influential. The relaxation of the rules about sandwich course payments to allow employers to top up grants, and the establishment of high-status industrial scholarships are among the measures which have been adopted by the government following discussion by the committee.

The working party has spent much time considering the effectiveness of the educational system in relation to the needs of industry. The report will set out the issues that will not make any judgments, though there is agreement that industry must improve its image in the schools.

One member of the working party called it "a piece of very elegantly drafted book-passing". He said: "Although the report sets out what it calls action points, it doesn't actually specify any real action. As far as education is concerned we more or less outline the controversies of the Great Debate and leave the debaters to get on with them."

Meanwhile a more compact survey of the same field is nearing completion at the University of Aston. Sponsored by the British Association for the Advancement of Science, it is looking at ways



ASE award winner with the Duke

# Duke praises 'useful type' of science

Schools should concentrate more on the usefulness of science and less on its beauty and abstractness, said the Duke of Edinburgh when he presented the Association for Science Education awards for outstanding work in middle schools last week.

The Duke's interest in technology is well known. He said science was for industry and citizenship as well as for inquiring minds. "There is room for a great deal more of the useful type of science in basic education," he said. Science teachers could have a great deal of influence on their pupils' attitudes to careers and employment.

First prize in the award scheme went to Mr Peter Evans, headmaster of Holworthy Primary School, Devon, for his description of the teaching of technology in his school. The Duke told him his work would encourage others. "You cannot spread aptitude for teaching but you can spread knowledge about it," he said.

# In brief

## Industrial experience part of poly teaching course

Students on teaching degree courses at Sunderland Polytechnic will in future have to spend some time in industry.

In the four year maths and science BA or BSc honours courses, which start in September, there will be three months spent in industry. BEd students on the business studies course will have six months. The polytechnic says the experience will prepare the students to cope with some of the problems

of trying to prepare young people for work.

Students who decide during the maths and science course that they prefer a career outside education will be able to drop teaching studies and complete their BA or BSc degrees in three years. The business studies students will be able to choose in the final year whether to take a BEd or a BA.

## Engineering future

The jobs available for young people who want to go into engineering and the courses they can take on leaving school are given in a new leaflet *A Future in Engineering*, published today by the DES. The leaflet describes how to go about

becoming an engineer and how students can match courses to their needs.

## Between times

A new guide to opportunities for voluntary work before, during and after higher education is given in a new guide from the Careers Research and Advisory Centre. Aimed at sixth formers and students, *Time Between* lists voluntary jobs at home and abroad which are open to young people between leaving school and starting on a course of higher education. It is an updated edition of *White You Wait* and costs 95p from the publishers department, Hobsons Press Ltd, Beaman Street, Cambridge.

# Impartiality is where 'Responsibility' starts

'Responsibility' is an already widely acclaimed, sensitively made film on all widely used contraception methods.

It has been specifically made for a senior school audience. It has been approved by many educational authorities and has won the Silver Award of the British Medical Association for new films.

It does not attempt to make judgements. It is impartial and approaches a delicate subject with unbiased responsibility.

Which is why we gave it this title. 'Responsibility' is available in 16mm optical sound. Using both cartoon and live action. Age group 16-18 years. Teachers' notes are supplied with each booking.

The normal booking fee for 'Responsibility' is £2+VAT (two days hire). To obtain a privilege voucher for this amount and a booking form send this coupon to:

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# Warning: this photograph may explode

Chemistry teachers, and those in charge of school camera clubs, are warned against trying an incorrect version of a cheap make-it-yourself photographic technique.

The technique, known as 'D23 developer', was given incorrectly in the June 8 issue of the weekly *Amateur Photographer*. The chemical sodium was listed as a constituent. But if this was added to water an explosion would result.

The formula was given in an article entitled "What's in a developer?" The correct formula should have listed 100 grammes sodium sulphate, with 7.5 grammes of metal, to make up one litre with water. The omission of the word "sulphate" makes a harmless formula into an extremely dangerous one.

Sodium cannot be freely obtained, and great precautions are taken over its storage and transport. School laboratories would naturally follow these instructions. But there is the risk that pupils—possibly members of a school photography club—could obtain the chemical by indirect means and put themselves seriously at risk.

# Courses favour maths and science

Experienced mathematics teachers will be able to improve their qualifications through a part-time MSc in mathematical education being offered for the first time this year at the Polytechnic of the South Bank in London.

Students will be required to attend lectures for one afternoon and two evenings each week for two years. The course is the first of its kind to be approved by the Council for National Academic Awards.

Bickbeck College, London, was advertising for candidates for the only conversion course approved by the Department of Education and Science, enabling teachers of other subjects to train as science teachers. Applications are invited from trained teachers with O levels in mathematics or sciences who may qualify for grants for the special teaching award announced by the Government last week, which could be worth double the normal grant. The full-time course lasts for one year and is designed for those wishing to teach science or physical science to 10 to 16-year-olds.

# Libraries 'noble' parents

Parents can do a lot to help their children become interested in books and language, says a report sent by the runnymede library service to Hertfordshire's cultural and recreational facilities committee last week.

The report describes what libraries have in offer and what they do to encourage literacy school use. SAH visit schools and playgroups to supply books, tell and give advice. They also work with noble libraries in the area and libraries in the area they are attending health and elites.

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# those who can't-teach

Dr R. Boyson's idea of putting unemployed teenagers into the army does not appeal, here is a rival scheme: get them to teach.

The idea is being discussed seriously at a weekend conference at Edge Hill college of education next month. The conference is for teachers and "innovators" intending to mobilise non-professionals, including unemployed teenagers, as tutors to assist teachers.

The advocates of the scheme, who include Dr Alec Dickson of Connors Service Volunteers and Mr Sinclair Goodlad, an Imperial College lecturer who writes an educational journal, want the teachers under the supervision of teachers and the standards they suggest set as high as those required by the state.

Younger children, it is claimed, benefit when tutored by under-achievers who may improve their own reading ability in the process. The main aim is to help the tutor rather than the teacher, who are clearly strongly influenced by Mr Dickson's continuing community service crusade.

The whole idea comes from America, where it is called "cascade" teaching. But the National Union of Teachers clearly see it as an attempted comeback for the nineteenth century monitorial system, under which older pupils acted as teachers.

The union's education officer, Mr Alan Evans said it was "a disturbing development" which could have serious effects on the teaching profession. He said those advocating the scheme were "right in their concern, but wrong in their choice of a vehicle."

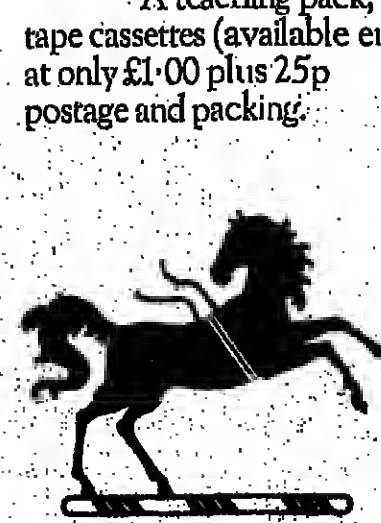
# Lloyds Bank Science Forums.

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The Lloyds Bank Science Forums are being broadcast for schools by BBC Radio Birmingham. Six 28-minute edited programmes are going on the air at 2.02pm on consecutive Wednesdays from 15 June to 29 July, with repeats at 4.30pm on Sundays from 19 July to 24 July.

A teaching pack, including the six broadcasts on three tape cassettes (available end June), is being produced for schools at only £1.00 plus 25p postage and packing.



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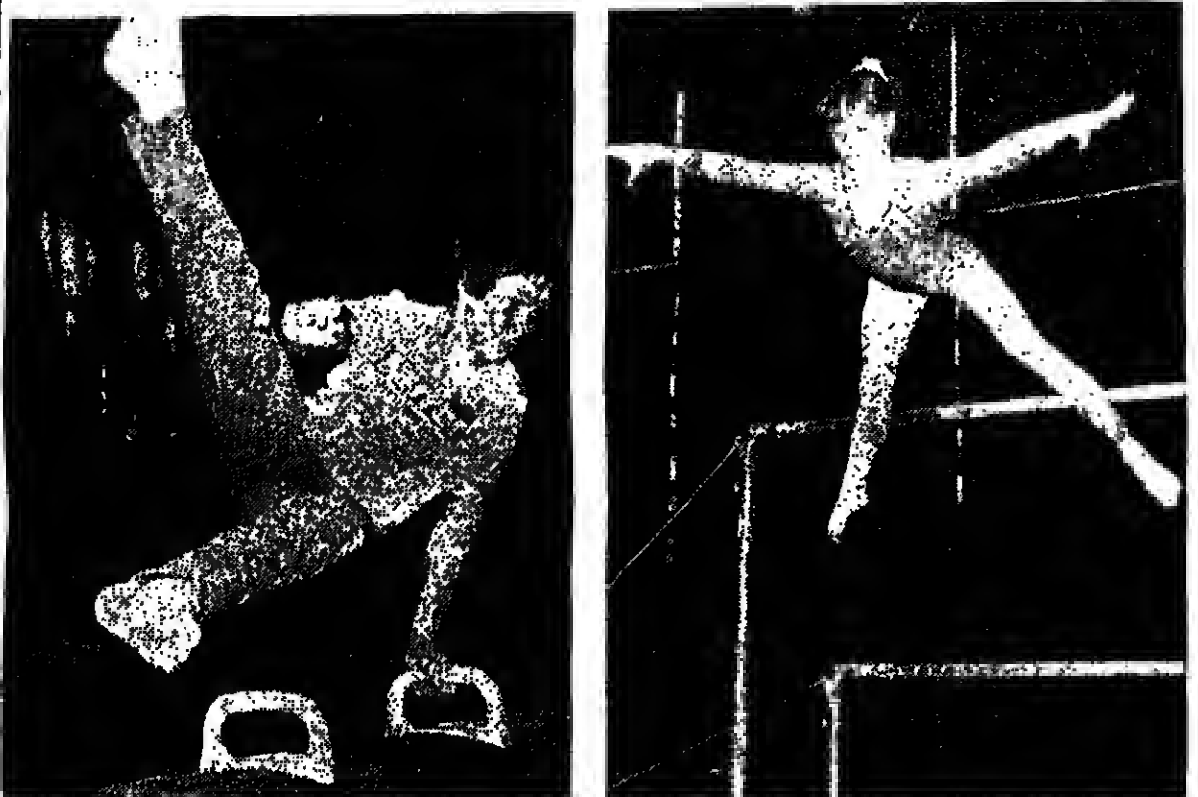
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### Sport



Moscow-bound: Andrew Sweeney and Dennis Jones.

## Teenagers win Russian training trip

Dennis Jones and Andrew Sweeney have won the Daily Mirror scholarship which carries with it a month's training of the elite gymnastics centre in Vladimir, 60 miles from Moscow.

The two 14-year-olds earned this trip by coming top of the class in the special gymnastics competition at Crystal Palace, London, last week, though neither had an easy ride.

Dennis, who goes to Strickland Grammar School, Manchester, was originally placed fourth first, with Julia Robertson (Southway School, Plymouth) on 34.25 points. But after a protest her marks for the floor exercises were enhanced by 0.5, which gave her the much sought after passport to Vladimir. June Edwards (Penkoth and San-

key Comprehensive School, Warrington) was close behind in third place with 34.05 points.

Andrew (Dudley School, West Midlands) picked up 41.15 points, which was only 0.30 better than Guy Burke (Wildern Comprehensive School, Hampshire) with Alan Hux (Lantons Bush School, Harlow, Essex) 0 further 1.20 points behind in third place.



Young canoeists mess for the start of a 100 mile endurance test in the River Wye. Four hundred boys club members took part in the three day rally which was designed to test stamina and skill.

## Absence of internationals opens up home championship

by Stanley Levenson

Britain's leading young canoeists concentrate on two major events this weekend: the top juniors at no international regatta in Bochum, West Germany, and the others in the national schools championships at Nottingham.

About 180 boys and girls will compete in the races, graded according to age and sex, at Nottingham. The girls and the under-15 and under-13 boys will paddle 250 metres and 3,000 metres and the under-17 boys will cover twice these distances. Many will tackle slalom, doubles and fours, all in leagues. The Canadian canoe is still a craft little used by schools.

The toughest challenge is expected from canoeists in Nottingham, the Thames area and Leighton Park School, Reading. But the overall objective is to promote canoe racing as widely as possible, said Mr Colin Gray, national coach of the British Canoe Union.

"We want to encourage participation by those not yet committed to canoe racing," he said. "It makes most junior internationals ineligible for the schools championships, boys and girls taking part are less likely to be outclassed by the really outstanding competitors; the really top events, like those of the past few years, will be part of the national outdoor championships, which, according to Mr Gray, brings many advantages. Not the least of these is economy of size. School competitors can travel to Nottingham by car with the seniors, and since the cost of hiring a boat is one race or 100 "it obviously makes sense to have a race every five minutes rather than every 30."

Mixing with the seniors also helps to raise standards, Mr Gray said. "Four years ago many of them had difficulty keeping their own shape. Now many paddle like Europeans."

"And what of the really first class juniors? They will be at Bochum for a high level match against rivals from West Germany, France, Belgium, Hungary and many other European countries."

## £30,000 may be wheeled in to boost cycling

Schools cycling could get a £30,000 boost—thanks to an anonymous benefactor.

The money has been offered to the English Schools Cycling Club through Mr Nicholas of the trade's development of the British Cycling Bureau.

The undisclosed sponsor plans to put between £20,000 and £30,000 into schools cycling. The money would go towards a nationwide petition for more clubs, which would be distinct from the changes which the schools want to make in a already runs. The competition so far has been referred to only as "Str" scheme.

"All we know at the moment is that Mr Cameron, of the club's committee, is the sponsor wishes the money used to increase the number of schoolchildren competing."

"He wants to raise a professional class of rider within the generation."

Mr Cameron, a Liverpool tutor, said the offer had come through when he had already been talking to Mr Cole about setting up schools cycling and the interest in it.

Schools leaders, including Geoff Mayne, ESCA coach, have previously backed a scheme for grass track road, the grounds that it needs only facilities that almost any school can offer.

A national grass track road had already been set up with a national newspaper.

## Gillian takes tennis title

Gillian Ballard, of the North Sports and Youth Centre in London, won the National Association of Youth Clubs title (girls 14-15) last year. Last year she was runner-up.

The boys winner was Steve (Cherterfield Activities Centre) who took part in the mixed boys' title (14-15) and Guy (Boyd of Kent).

The world table tennis championships had given a big fillip to competition in club and regional level.

The Latin competition was held in conjunction with the first N.A.Y.C. cross-country championships. Winners in the boys' race were Philip Llewellyn (Potter Hill), Keith Johnson (Coley), and Michael Martin (Glenwood Youth Fellowship, Brighton).

Karen Leach (Lea Valley, North Cheshire), Nicky (Storia) and Judith Sivel (St. John's Sixth Form College) were the girls' champions.

## Royal praise for PE pushers

The Duke of Edinburgh held an "investiture" at Buckingham Palace last week to present the following certificate to the Physical Education Association in 25 physical educationists. The fellowship is awarded for special services to PE.

After a reception, one of the new fellows, Dr Vaughan Thomas, director of PE at Liverpool Polytechnic, spoke of the contribution of physical education to the quality of life. "Medical science has added years to our life; physical education will add life to our years. Our goal is the positive health of homo sedentarius."

Miss Lillian Graves, PEA president and head of PE, Cullgoe of St Hill and St Bede, Durham, although welcoming recognition that Buckingham Palace had given to physical welfare, again criticized the omission of PE from the Great Debate.

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## Messing about with molecules

The insulin molecule is in many ways the classical protein molecule of molecular biology. Twenty years ago, biochemists and X-ray crystallographers found the insulin molecule a convenient proving ground for their new techniques for solving the structure of protein molecules—the pharmaceutical manufacturers were after all, able to supply large amounts of it in a pure form, while it is small compared with other biologically significant protein molecules, haemoglobin for example.

In the event, insulin turned out to be a little more complicated than the first hoped. Each molecule is built of two short protein chains, which are held together in two places by means of chemical bonds involving sulphur atoms—cysteine bridges as they are known in the trade.

The two chains of the insulin molecule are known conventionally as A and B, and have respectively 20 and 30 amino-acids strung together in the two chains. (There is some variation from one species to another.)

Once it had been appreciated that the insulin molecule has two parts, people began wondering how they were made to the cells of the pancreas which are the chief source of insulin. Quite soon it emerged that the two parts of the molecule are parts of a much larger protein molecule called proinsulin, which must be chopped up biochemically before it can function as insulin.

What this implies is that the two chains of the insulin molecule are really products of a single gene. It is not, in other words, quite as complicated as it seemed at first, although the exact description of this gene has inevitably been complicated by the difficulty of isolating the inherently unstable proinsulin in sufficient quantities for analysis.

This is why it is important that a group of biologists at the University of California at Berkeley has now been able to use the techniques of genetic manipulation for telling just how the insulin gene is constructed.

An account of their work is published in the current issue of Science (June 17) and has been widely and wrongly misquoted in a great many newspapers as evidence that the techniques of genetic manipulation are about to be applied to practical tasks, the manufacture of insulin in particular.

In many ways, the objectives of the research which have been reported are a good deal more interesting than that. The gene in question includes no fewer than seven subunits (which suggests that molecular biology will soon be as dependent on teamwork as high-energy physics has been for the past two decades) and its work is indeed one of the clearest demonstrations so far of the strictly scientific value of the techniques of genetic manipulation.

The argument goes like this. The protein proinsulin is quickly converted in the cells that make it into insulin proper, and is therefore not so easy to study. There is, however, a reason to fear that the nucleic acids that control the production of other nucleic acids.

What the Berkeley group has done is to study the molecules of messenger RNA which are synthesized outside the DNA of individual genes in such a way that they embody their genetic information, and which they migrate to the cytoplasm of the cell, where they act as templates at which amino acids are assembled into protein molecules.

Like the protein molecules which are the end result, both the DNA and the RNA of messenger RNA are long chainlike structures, but the DNA and RNA are constructed from only four different kinds of building blocks, far fewer than the 20 or so amino-acids that are used in the construction of protein molecules.

Cryptographers of the genetic code will know that each group of

## Science diary by John Maddox

three units in a gene or in a molecule of messenger RNA specifies a single amino-acid in the structure of the protein molecule eventually assembled. Now that the rules of the genetic code have been well established, knowing the sequence of units along a molecule of messenger RNA is just as good as knowing the sequence of amino-acids in the protein molecule which is eventually manufactured by the cell.

The people of Berkeley have worked with rat insulin, and have isolated from the cells of the rat pancreas enough of the corresponding messenger RNA to play with. And what they have done is to convert this RNA into molecules of DNA using enzymes which turn up to the infection of bacterial cells by certain viruses, thus obtaining what must be copies of the DNA, of which insulin genes are themselves constructed. These pieces of DNA have then been incorporated into the genetic structures called plasmids found in the cells of the common bacterium E. coli.

These structures quite separate from the bacterial chromosomes which first came to prominence when it was first realized that the resistance of certain strains of bacteria to antibiotics required that there should be genetic structures separate from the chromosomes proper which could acquire certain genetic traits and which could increase in number within the body of a single cell. For example, it seemed necessary for the cell to contain a particular product, say an enzyme for getting rid of penicillin.

In reality, the plasmids usually consist of circular loops of DNA, and the most common techniques for genetic manipulation are now being practised consist of the deliberate insertion into these circular loops of genetic material from somewhere else.

This is what the Berkeley group has done with their synthetic copies of the genes responsible for the structure of proinsulin. Then, simply by growing the bacteria, they have been able to manufacture substantial amounts of the gene. Although it is not yet possible to determine the length to be determined. By doing so they have been able to construct a single picture embodying the results of earlier biochemical essays in the understanding of the relationship between insulin and proinsulin.

What emerges is simple. Proinsulin molecules consist of long protein molecules consisting of 99 amino-acids. Along this length, the A and B chains are separated from each other by a long piece that is apparently thrown away when proinsulin is converted to insulin and there is another piece like that at the end of the molecule.

The gene responsible for all this, however, is longer still—there are pieces at both ends of it whose function is presumably to ensure that messenger RNA molecules do indeed make fruitful contact with the cell structures at which protein molecules are made. Indeed, the principal benefit of what has now been done is that it will be possible to produce much larger detailed understanding of how protein molecules in general are synthesized in cells.

It is only fair to say that the work now reported from Berkeley has objectives similar to those of many other groups of genetic manipulators, who are hard at work on schemes for telling the exact structure of other important mammalian genes.

But it is also worth remembering that all this is a far cry from the use of genetic manipulation for manufacturing insulin as such. The trick that needs for that purpose to be effected is that of making the mammalian genes incorporated in their bacterial environment. From what I can tell, the genetic manipulators so far have no clear idea how that is to be accomplished.

## Festival of Music for Youth

The final schedule for the National Festival of Music for Youth, which is to take place at the South Bank on July 9, has now been announced. The times and places are as follows:

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**ORCHESTRAS, Open Class**

1.15 pm-5 pm

Bodroddre Youth Chamber Orchestra; Mid-Herts Youth Orchestra; Epsom Youth Orchestra; Northampton Youth Orchestra; Surrey Youth Orchestra; Stoneleigh Youth Orchestra; Surrey Lancashire School Symphony Orchestra.

**Queen Elizabeth Hall**

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**Waterloo Room (Royal Festival Hall)**

**RECORDED ENSEMBLES**

10.30 am to 1.30 pm

Woking Grammar School for Girls, Surrey; Glaxo Dolco Ensemble, Crawley, Sussex; Dorset School, Swindon; Aylesbury School, Hereford; Priorswood School Recorder Quartet, Bridgewater, Somerset; Cotswolds Primary School Recorder Ensemble, London, NW5; St Donal's Recorder Group, London, NW5; Crawley Ridge County First School Recorder Consort, Camberley, Surrey; Wainwright's Copso Recorder Ensemble, Herts; Marston Bridge Middle School, Whitley Bay, Tyne and Wear; Redlands Recorder Band, Workson, Notts.

The festival is sponsored by the Association of Musical Instrument Industries and the Times Educational Supplement.

### In brief

**New humanities degree**

A BA honours degree in humanities has been approved for the College of St Mark and St John, Plymouth, in conjunction with Plymouth Polytechnic. A range of subjects, including English, French, religion and sociology, can be combined in different ways as major and minor subjects.

**Staggering hours**

The gradual introduction of staggered school hours has been recommended by a Leicestershire county council working party to cut down the cost of transporting children during peak periods and keep down bus fares. Mr Leonard Broughton, chairman of Leicestershire county council education committee, says that although it may not be fully acceptable to everyone it seems to be a fair compromise.

**Industrial hazards**

The department of genetics of Trinity College, Cambridge, has received a grant of £3,000 from the European Commission over the next two years for developing tests to decide whether industrial products, pollutants, drugs and other chemicals are dangerous. The idea is to develop simple inexpensive tests which are as reliable as possible.

**Learning by computer**

Surrey University has been given money by the Computer Board to buy a computer which will provide a university-wide service in computer assisted learning—the first such grant made by the board to any university. The service has been running since January and has already been used by 10 departments.

**Developing network**

Birmingham's Development Education Centre, which is financed by Oxford at Sally Oak College, has completed its first year and produced its first report. The centre houses educational materials on all aspects of overseas development and its success has laid the foundations for a national network of similar centres. Oxford has been given a £3,500 Government grant to set up such centres in Leeds, Manchester, North and South London and for a multi-cultural library in Bradford.

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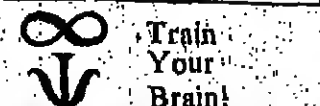
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Somalia was a shared colony of Britain and Italy until 1961. It had no indigenous written language. Creating a Somali script was one of the first steps of the revolutionary government which took over in 1969. Graham Hancock, reporter in Mogadishu, reports.

## In the beginning was the word

Somalia is listed by UNESCO as one of the world's 25 poorest nations. Situated in the Horn of Africa, it has a 3,000-mile Indian Ocean coastline and shares borders with Ethiopia and Kenya. It was colonized in the south by Italy and in the north by Britain. These powers brought to it their own distinct brands of education and, although independence in 1961 saw the unification of north and south within the Somali Republic, the two education systems remained, as before, to be their separate and widely inadequate ways.

There were no secondary schools at all in the south, beyond a fee-paying institution in the capital city of Mogadishu that was monopolized by the sons and daughters of expatriate Italians and the children of wealthy Somalis.

In the north the British left behind a secondary school at Sheikh which was nominally public but which had no intake of only 20 pupils a year.

Although Somalia is almost unique in Africa in having only one indigenous language—Somali—this language remained unwritten until the 1960s. Accordingly, the medium of instruction in both primary and secondary schools was, depending on geographical location, either Italian or English.

In October, 1969, a handless military coup succeeded under the brusque leadership of Major-General Mohamed Siyad Barre, Somalia's present Head of State.

The years since the takeover have been ones of economic, cultural and social transformation. A new morality, combining socialism with a commitment to the principles of Islam, has been forged. A new ethos—self-sufficiency and self-help rather than economic dependency—has been re-established. Those changes express themselves forcefully in the country's education system.

In 1970, Somalia said that no outside development could take place while education still reflected the preoccupations of Italian and British administrators of 20 years earlier, and while the Somali population was 100 per cent illiterate in its own language. Therefore they were going to create a Somali script, make Somali the medium of instruction in all schools and unify the previously divided education system.

Two years later the script was introduced. The orthography was based on the Latin alphabet with certain modifications to take account of Somali phonetics (several letters—"p" and "v" for example—were dropped entirely, while others were reassigned—"x" now represents a harsh guttural sound).

## Exam changes 'only to be introduced gradually'

from Joan Smyth

PARIS The long-awaited reforms to the baccalauréat will not come into effect generally throughout France until 1981, M René Haby, the Minister of Education, said on television last week.

His statement has caused surprise in educational circles. There has been so much discussion of the details of the reforms that it had been believed that the new system would get under way next year.

M. Haby made it clear that certain pilot and experimental projects were already working under the new scheme only to give the whole plan a thorough try-out before it was generally applied.

The plan will end the old system of having the baccalauréat divided up into different specialised sections which were then subdivided, through the letters of the alphabet from A to G.



Teaching the new Somali script.

Within another ten years, all school children could read and write in their own language and a series of literacy campaigns had brought the benefits of literacy to most urban Somalis (in 1973, civil servants were given three months in prose their efficiency in the script. Those who failed the qualifying examination lost their jobs).

The next step was to reach the peasants and nomads, who make up 70 per cent of Somalia's four million population. In August 1974 a one-year out-of-school stay-down of the intermediate classes of the primary schools and the first three (out of four) classes of the secondary schools came into force. Some 25,000 pupils, with their teachers, were equipped with a portable blackboard and a box of chalks each and sent out to the bush to promote literacy in a truly massive scale.

The Rural Development Campaign, as this exercise was called, had a second function. Saleh Mohamed Adan, Director-General of the Ministry of Education, explains: "While the pupils were away, we took the opportunity of realising our dream of Somali-izing our education system."

"We gathered together in Mogadishu 400 of our best teachers. We paid them their salaries plus a special allowance and gave them free board and lodging. We set up

a Curriculum Unit and we employed these teachers for the next eight months.

Their brief was to develop a completely new curriculum for Somalia, Somali geography, Somali history and so on. The result of these teachers' production was at least one textbook for each subject.

In 1969, Somalia's total population was 42,000. In 1974 there were 136,000 and Adan estimates that by the end of this year there will be 300,000 living people in Somalia.

This situation has created a demand for class-room communities have been encouraged to "do it for themselves" and help themselves, no one else.

The government has a number of ways of doing this. It has by its own voluntary initiative since 1975 and the year more than 100,000 classrooms were built in the country.

Another problem has been the need for more teachers. With considerable assistance from the Ministry of Education, about 3,000 teachers were trained in social in-service training in them to cope with the new curriculum. In addition, a year's training was given to 3,000 teachers in the field.

Balance was struck in the Ministry of Education, in the form of building up in force. Existing teachers were given social in-service training in them to cope with the new curriculum. In addition, a year's training was given to 3,000 teachers in the field.

In addition, the need for a national service as teachers' skills are also made use of in the national service. In the future, men who claim exemption from conscription as conscientious objectors will merely be required to inform the local call-up office of their decision in writing. They will no longer have to appear before a tribunal and justify their unwillingness to undergo military training.

Some 18 months of civilian service which will normally spend acting as clerks in hospitals or old people's homes or looking after handicapped children.

The opposition parties, however, are to examine the legal position with a view to bringing an action before the Federal Constitutional Court in Karlsruhe. They believe that last year's total of 40,618 objectors will rocket now that the test of conscience has been abolished and this will in turn reduce the country's defence capabilities.

Young men will be tempted to opt for the civilian alternative where very few places exist in the hope of avoiding any form of service at all, they fear.

The Federal Minister of Defence, Herr Georg Labar, has rejected these claims and promised to make civilian places available for all objectors. Statistics published by his Ministry show that in January and February of this year 15.5 per cent fewer people registered as conscientious objectors than in the first two months of 1976.

More junior and senior secondary schools are to be built over the next four years. An industrial training centre is to be constructed. A teachers' training college is already being built and in addition an announcement by the Government of Bantu Education of an extensive programme for the training of more educational

## Researcher takes new look at origins of mental process

by Kenneth Sliw

Soviet child psychologist previously unpublished. The systems were developed by Vyotskiy, the Russian educational theorist, in the 1920s. The main thrust behind the work is that mental development consists of maturation of apparatuses and culture. The main thrust behind the work is that mental development consists of maturation of apparatuses and culture. The main thrust behind the work is that mental development consists of maturation of apparatuses and culture.

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## Carter means bussing business

from Thomas Cahill

NEW YORK The Carter administration has formulated a new policy that may change some school districts to segregate in inter-racial bussing in order to qualify for federal funds. The Ford Administration had initiated a requirement that such districts should be desegregated by the end of 1975. A 1975 law sponsored by Senator Robert Byrd of West Virginia.

This law prohibits the Federal Department of Health, Education and Welfare (HEW) from withholding funds for the purpose of forcing a school district to transport students farther than the school that is closest to their homes and that offers the "appropriate" curriculum.

The new policy, which is the first since the Democratic Administration pursued desegregation more vigorously than its Republican predecessor, is contained in an unpublished memorandum circulated privately by Attorney General Griffin Bell at the request of Mr Joseph Califano, Secretary of HEW.

The text of the memorandum has not been made available, nor will anyone at the Justice Department or HEW comment on the policy. It apparently out of fear that it will suggest to Congress legislation specifically against the policy.

It is reliably reported that HEW will use this new interpretation to reject a plan proposed recently by the Kansas City, Missouri, Board of Education.

Although called a "desegregation" plan, it would leave most of the Kansas City schools largely segregated, with about 30 schools remaining almost entirely black.

According to reports, HEW will insist on a new plan that makes use of "pairing" and "clustering". "Pairing" is a technique for reducing segregation at two nearby schools—one largely white, the other largely black—by having one school offer, say, the first three grades only and the other offer grades four to six only. "Clustering" is a similar arrangement, involving several schools.

These techniques almost always necessitate bussing students for a part of their schooling.

HEW will, of course, not force bussing directly. Rather, it will direct



Black and white pupils on their way to desegregated school.

West Germany

## Exemption from call-up to be easier

by David Dungworth

A government-backed Bill which allows young West Germans to opt out of the present 15-month compulsory military service has been passed by the Lower House.

In the future, men who claim exemption from conscription as conscientious objectors will merely be required to inform the local call-up office of their decision in writing.

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Exercises in the Harz mountains.

## Denmark More career aid urged for top pupils

from Mike Duckenfield

STOCKHOLM All 16 to 19-year-olds in upper secondary and higher commercial schools should be given the equivalent of an hour a week study and vocational guidance, according to proposals presented to Parliament by the education and labour ministers.

At present, pupils get about 14 hours guidance during the 40-week school year.

The scheme, planned to come into effect this autumn, foresees more individual counselling as well as extra group tuition. Counselling should cover not only study choices, but also economic, social and personal problems.

No new measures have been proposed for comprehensive school guidance, which was strengthened last year when the schools' structure and curriculum was reformed (TES, June 4, 1976).

Pupils in the last three years of comprehensive schooling now receive a minimum average of 16 lessons a year each 45 minutes long. In addition, excursions and individual pupil placements in factories and offices can occupy the equivalent of 10 school days. While only 13 to 16-year-olds can go on placements, younger pupils can use the time for excursions.

In the first seven years (7-13 years) only 10 of the annual 200 school days can be used, but this is doubled for the eighth year and trebled for the ninth and voluntary tenth years. These are days when all normal teaching activities are suspended.

However, the proposals urge improved guidance for those leaving the comprehensives for work rather than further study at the upper secondary level. The existing guidance service should actively seek out youngsters in need of advice instead of dealing only with those who come forward voluntarily.

Implementation of the ministries' scheme depends on how many counsellors can be trained before next autumn. About 900 are currently employed, but an additional 600 will be needed.

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TALKBACK

Integrating the handicapped

Chris Kiernan Shirley Harries

One seven-year-old approaches another in the playground. He pulls at his sleeve and points to the lines painted on the ground, saying "Duggerd". "No; say 'train'!" says the second boy. "Chay", says the first, carefully, and they chuff along the line, one behind the other.

Six of the children at Nightingale Primary School, Haringey, are mentally handicapped; four would be classified ESN (S), two ESN (M), and they all have particular difficulty with language. Although they have a class of their own, Blue class, with their own teacher and nursery nurse, they have room-

able contact with the rest of the school. The children at the school range from nursery age to seven-year juniors. The ages of the children in Blue class range from five plus to eight plus. Integration takes place on several levels. All classes except the nursery class share assembly, dinner and play time. Competitions to sit on Blue class dinner table is keen. So is the competition among the girls to take the only girl to the class to the lavatory; they have learnt to be very firm about her managing on her own.

On a different level, between two and four infants come into Blue class every morning to take part in activities, and the children from Blue class spend varying amounts of time in the two younger infant classes. One boy, mildly affected, spends the entire morning every day in a normal infant class, another spends an hour daily, and they both attend story time in the afternoon.

Of the more severely handicapped children, three spend about three-quarters of an hour twice a week in a normal class, accompanied by their teacher or nursery nurse. The last boy is too disruptive yet for this. Other children join Blue class for PE in the morning pool during the summer, for walks to the local park and at the

end of the afternoon for singing games. Where Blue class is, there are adults, so the other children have a lot of small group contact which they could not get in their own class.

The acceptance of Blue class is excellent. There has rarely been any teasing since the school opened, complete with Blue class. In 1975, New children, as they come in, are sometimes wary or aggressive towards Blue class, but an at least two occasions have been brought back in line by established pupils.

"You mustn't fight these children, they don't know what they're doing", said one seven-year-old to an aggressive new boy. "That's what you are, stupid", said a nine-year-old, furiously, to a new boy who macked the little girl in the class.

There are problems, of course. One child has very violent tempers, and occasionally attacks staff when thwarted. Another has a habit of greeting children with a push, which can be annoying, or even by knocking them over. The children do not like these habits, and say they do not; yet it does not engender hostility or retaliation. Those that dislike it merely stay out of the way of the offender.

Other problems impinge more on the staff than on the children. One boy caused no small diversion in a headteachers' meeting when, undressed for PE, he rushed into the staff room, giggling loudly, and slammed the door shut on his angry pursuer. The visiting heads

Community service failings

Malcolm Groves

It seems that no school Christmas is now complete without a party for old age pensioners, a fact which may have been a surprise to those who believe that community service can play a unique part in the educational and personal development of the young.



But why is a concept, which ought to stand close to the centre of our ideas about education, confined in a Christmas party bucket?

It is not that parties are bad things, rather that we seem to mistake a minor approach road for the destination. It is my impression, echoed substantially by M. G. Ball's recent book *Young People as Volunteers*, that there has been a failure of imagination both to realize and also in a literal sense to "make real" the potential of community service.

Perhaps some questions will be asked by their own story? To how many schools that hold Christmas parties for the elderly did that party form part of a continuing relationship between the school and those senior citizens? For how many was that relationship a mutual one, in which the elderly contributed to the life and work of the school, as well as receiving from it, and receiving not just in the form of occasional or even regular visits from pupils, or car laws?

In how many schools is there any systematic attempt to increase the awareness of pupils, for instance, as to the meaning of dependence and independence in old age, and of the extent to which our attitudes, particularly towards work, contribute to an "old age problem"?

To how many schools, engaging in forms of community work have pupils taken part in the organization and management of their activities, and in deciding to whom, how and on what terms they will give help? How many have they challenged the imaginations and the skills of a whole range of pupils, and incidentally begun to demonstrate in the process that learning in schools is not just about the survival of the fittest?

In how many schools that have incorporated this work into the curriculum is it offered genuinely as an activity for any pupil who wishes to contribute; in how many does it remain a ghetto activity considered appropriate only for certain groups of pupils? How many offer genuine choice to all, and plan and prepare accordingly?

How many recognize any sort of developmental sequence in their work, or grasp the different pote-

The country child

Ian Beckwith

Every Wednesday last term a parish councillor, a teacher, a priest, a housewife, and a child care worker joined first and second-year students at Bishop Grosseteste College of Education to discuss the country child. They were drawn from the widespread rural communities of Lincolnshire, from Market Deeping, near the Cambridgeshire border, to the boundary with South Humberside to the north.

The joint course forms part of the activities of the Centre for Rural Education, which Bishop Grosseteste College is setting up to provide a meeting place for everyone with a concern for rural life.

"Our function is not to discuss the particular brand of diesel fuel for combine harvesters", says Bill Goodhand, senior lecturer in geography, "but to look at the consequences for people that the increasing use of machine in farming brings."

"Ignorance" was the word used by Geoff Young, editor of *Watch* to sum up children's perceptions of the countryside when giving the inaugural talk of the course. In his experience, he said, the main response to Watch projects on environmental issues came from mainly middle class, urban-dwelling children.

Just how peripheral to adult schemes the child can be is illustrated by the position of the child-Lincolnshire County Council, as part of its public participation exercise on the environmental plan. Figuring an imaginary family, the Withams, in a

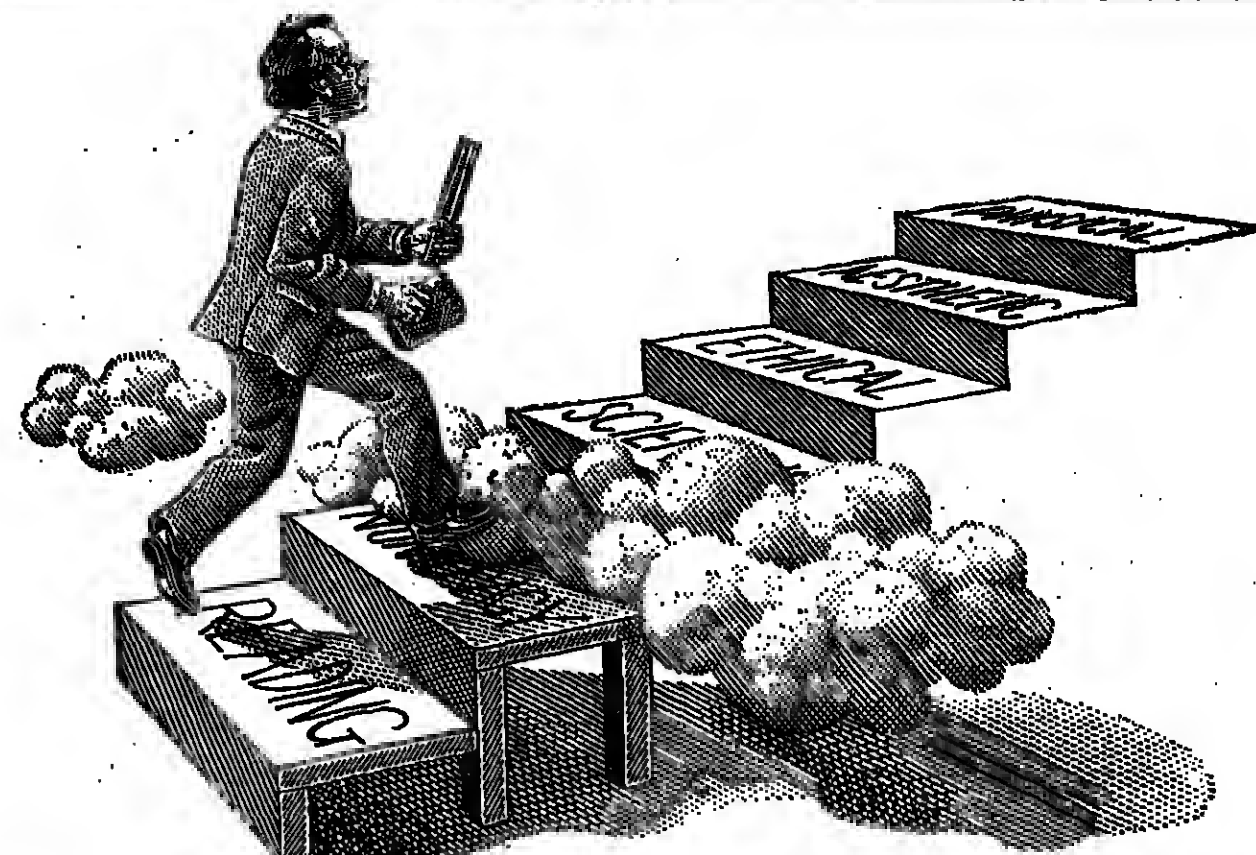
picture strip, the leaflets voiced the planners' ideas of the child's place in the rural community with questions like "Where is the nearest school?"

In Lincolnshire the problems of the country child are the problems of the whole community, not least in the matter of the provision of schools. Recently Bill Goodhand helped to make a television programme about rural schools in the county. Small two-teacher primary schools are not uncommon; the children are drawn from scattered farmsteads. To go on to secondary school means a long bus journey round the village, collecting children in the morning, dropping them off at night.

Parents are concerned at the effects of the busing on their children. At a recent meeting with branch committee members of the National Union of Agricultural Workers, centre tutor Bill Goodhand and myself found that

the child's prospects were a major source of concern. Len Marsh, principal of the county child-care centre, does the child who lives on a farm, but who lives on a farm, find an opportunity in school or outside. It is not so easy.

Our system of education means the closing of many primary schools, leaving many miles. Along the way, the school is not a school, but a school of problems.



Art of the impossible?

Leonard argues that work of the Assessment of Performance Unit is being damaged by external political pressures, that its attempt to monitor national standards sensitivity is to fail.

Assessment of Performance Unit was set up in 1974, under the leadership of Brian Key, HMI. Its terms of reference include both assessment in general and the identification of underachievement. However, as public attention moved inwards towards standards and the alleged decline, so the work of the unit concentrated on the monitoring and assessment of standards.

Mr Williams has said that the unit attempts to provide "a collective picture of educational achievement" at a high and laudable aim, and the debates have confirmed that it is more important than just to the professional. Can it be achieved?

Mr Key has defined the task of the science group as that of "determining what are the essential elements of scientific methods and attitudes and how they can be assessed". As he points out, these are areas largely beyond the scope of conventional testing methods. Is he aware that this is not because no one has bothered, but because such matters are outside that fairly narrow range of human activities which are susceptible to group assessment methods?

Consider, for example, the task of assessing whether a pupil understands what is meant by the scientific method. A verbal answer involving the word "hypothesis" might indicate only rote learning. The only possible approach is to postulate or create a situation in which the pupil has to demonstrate understanding by actually using the logical process which the phrase "scientific method" implies.

If the chosen situation were familiar to some pupils only, the test would lack validity; if more than one situation were used, there would be problems of comparability. There would be changes in an examiner's standards over a period of time, and differences between examiners. What hope is there that the results would stand up to criticism?

Also, whatever the age of testing, some pupils will have done far more science than others, and not only because they are more able. The way out of the diffi-

Malcolm Groves is a teacher at a secondary school in Lincolnshire.

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# One and one

Charles Hannam and Norman Stephenson reassert the view that the essence of teaching is to help children learn

When all of us in education are feeling depressed or frustrated and on the defensive because of the continuous attacks on our work, there is a danger that groups within education will turn one against the other: inspectors against teachers, teachers against teacher trainers, teacher trainers against schools.

It seems to us important to try to show that serious efforts are still being made to improve the quality of teacher preparation. Those of us in university departments of education have an independence that we value highly, but with it goes an obligation to make public what we are thinking and doing. Only in this way can there be informed criticism of the part we play in education.

We have long advocated that a post-graduate course should include work with small groups of children. Although teachers are still required to teach over-large classes, there has been as far as is practicable a shift towards more small group and individual work. This has been reflected in teacher training. During the past 15 years there has been a growing awareness of the dynamics of small groups, and it has been recognized that this sort of teaching requires particular awareness and skills.

Influenced by this, we have argued that teachers of "reluctant learners" in particular need experience of working with small groups, for these are the pupils who often make the functioning of the school

difficult. Growing public awareness of the existence of these children is sometimes used as a stick to beat the comprehensive schools with. More appropriately, it has led some of us to seek ways of sharpening the effectiveness of teacher education.

Work with small groups of children is valuable, however, as a means not only of helping teachers to cope with difficult children, but more generally as a way of discovering more about teaching and learning for all. The present demand for quick and easily observable results in education must not lead us to adopt simplistic approaches to teacher training, which deny the subtleties of human interaction in the classroom.

It seems to be agreed that practice and theory in teacher training should be closely linked. Certainly much educational theory and research has been of little use to class teachers struggling to understand their children and their learning. It becomes ever more evident that no one can produce fully competent teachers in a thirty-week postgraduate or three to four-year concurrent college course.

However, during training we can indicate some of the priorities in education, we can help to create awareness in student teachers of the things that matter in schools. How children see teachers, how teachers relate to children, how together they can initiate and further

good learning—these are some of the things which schools have a right to expect now teachers to know about.

Student teachers who come into weekly contact with two or three children throughout their course have a good chance of acquiring some insight into these matters. This is not to deny that there are other skills which need to be acquired: management of large classes, the competent presentation of subject matter, an understanding of the levels of literacy and numeracy necessary for subject learning. If all children are to have an equal opportunity to learn, these things have to be understood by teachers.

But they also need to be aware that each child is an individual, with a distinctive approach to learning. We know the reality of having to deal with large groups of children, but what is the use of blanketing them with undifferentiated tasks which disregard individual needs and aptitudes?

Mixed ability grouping has forced teachers to face up to the wide range of individual difference and there is a growing emphasis on small group work. Even so, inexperienced teachers sometimes continue to teach small groups as though they were large and homogeneous—just as university teachers may do on giving lectures to small tutorial groups.

Sometimes the answer lies in individual worksheets (often identical for each pupil), but instead of personal discovery, initiative and creative think-

ing, such an approach costs dearly in terms of mechanical copying, filling in blanks, colouring copies of copies, "busy work." What is lacking is an understanding of what is involved in learning for the individual.

It is not a matter of seeing, or not seeing, Piaget's heuristics, or not reacting to novel or difficult tasks. There are thirty-plus children in the class, and the teacher is every excuse for not to teach effectively or to understand. When there are only two or three children, it would seem to be no reason why learning and teaching should not take place. What teacher has not seen just such small numbers?

Yet on our PGCE courses we have even when there are just two or three children, a teacher who cannot assume the room and the children in it, and the student pretending that all is just sitting quietly. Or we see a working furiously, and the children going on around in her expenditure of effort, while making none themselves become involved.

This does not happen just with "tut learners", or with children who are specially gifted or disadvantaged, almost as if the student either cannot or does not want to teach in this way. By "teaching" here we mean

# makes good

and learning lies in creative encounters between individual students and teachers

taking responsibility for the children's learning. Why is it that students who mostly want to teach, are intelligent, and have sympathy for children, still find it so difficult to engage profitably with just two?

The reasons must be complex. First, the past weighs heavily on us when we try to teach; under pressure we find the fears and attitudes of the past reactivated. We remember our own teachers—and ourselves as learners—not necessarily consciously, and old loves and hates begin to work again. The old voices speak through the young teacher: be or the may find themselves willy-nilly acting out conflicts of a decade before. These moralisms can become so dominant that something akin to school phobia takes over.

There is also the problem of "intimacy". Contact with two or three children may be so close, their responses so immediate, that the student feels inhibited or even embarrassed. How can you force a "friend" to work? The teacher's feelings about intimacy are bound to be equivocal. All of us would like to know how effectively we teach, and yet, at the same time, we don't want to know.

As honest appraisal could be painful, and falling back on the rituals of formal teaching may be more bearable than closely engaging with pupils. The children themselves may collude in this, and take steps to ensure that the work is "boring" rather than risk the threat of in-

volvement. To be involved in learning is to be open to new experiences, to be challenged to enter deeply into something unfamiliar, and, of course, to run the risk of failure.

Work with one or two children has both the advantages and the disadvantages of emphasizing whatever conflicts arise. Conflict of some sort is almost inevitable between teacher and taught, and in the intimacy of the small group is not easily wished away by recourse to traditional classroom techniques for maintaining distance. The more personal setting is reminiscent of the family rather than the classroom: feelings are more volatile, moods more easily expressed, greater demands made upon the capacity of the teacher to respond warmly.

All this can be threatening to young teachers who have not yet learnt to distinguish between friendly interaction and over-familiarity. In addition, any differences in age, social class and lifestyle can become painfully obvious. These are perhaps some of the factors which obstruct successful teaching.

Yet it is one of the tasks of teacher training to provide students with just this kind of experience, to support them when things get difficult, and to explore with them in tutorial discussion the reason for apparent success and failure. It becomes quickly evident that there is more to teaching than the acquisition of classroom skills. It may involve having to reach a new understanding of what teaching is

about, having to accept change in oneself—and that is when resistance begins.

We have all experienced unease or anger in ourselves and others when change is proposed. In the small group setting student teachers are made to question some of their own assumptions about teaching and learning. They may find it hard to teach in a more personal way, they may be made impatient or frightened by attitudes to learning on the part of the pupils very different from their own.

The pupils, too, may find it difficult to adjust to an unfamiliar pattern of teaching and learning. Pupils who, for example, have learnt to avoid "boring" work in the classroom, or who have negotiated a truce with their regular teachers, may well feel angry when they are made to get on with it by student teachers, who meet them on a personal footing. They are likely to deploy all the strategies for avoiding engagement with the task which they have learnt over the years.

This kind of resistance to learning can be explored in tutorial discussion, and in the journals which students keep. Words like "motivation", "attention span", "apathy" come easily to us, but are often not helpful. The very concept of not wanting to learn demands exploration. Why is it that a boy who can learn

Eskimo Nell after one hour is quite unable to learn a few French verbs? Why is it that the pupil who quickly understands an electronic circuit cannot make sense of Wellington's campaigns?

We find ourselves endlessly discussing why children do not learn. It is equally profitable to consider why and when they do. Success, however partial, has to be recognized and nurtured, and students can be helped to do this. They sometimes need help with recognizing their own success—there is a cultural inhibition about openly acknowledging personal achievement, a fear of seeming to boast.

They need, too, the opportunity to articulate and freely express negative feelings towards their pupils, to us as tutors, and to the scheme as a whole. It is not always possible to "like" one's pupils: they are sometimes exasperating and ungrateful, there are times when everyone wishes the year was at an end.

There are some parallels between the attitudes and experiences of pupils, and those of students. Fear of engagement, recoil from the unfamiliar, ambivalence towards success seem to be experienced by both. There is, indeed, sometimes collusion between teacher and pupils to see that no work gets done.

The other side of the coin, though, is that there often is real pleasure for both in the informal nature of the relationship, and unaffected delight on the part of students when learning does take place, or when their pupils successfully exercise their skills.

Charles Hannam and Norman Stephenson are senior lecturers in education, University of Bristol.

# Understanding the big blighters

Christopher Griffin-Beale visits an urban studies centre that aims to help children becoming more aware of planning processes

Notting Dale, in West London, is dominated—some would say blighted—by the elevated Westway and by the high-rise blocks, often with inadequate amenities, that have replaced the former terraces.

It might seem an ideal location for an urban studies centre, a base from which schoolchildren explore the inner city environment, the forces changing it and the impact of change upon local inhabitants. And yet, the centre owes its location, and its existence, to a most incongruous patron—Harrow School.

The notion of such centres has been championed by the Town and Country Planning Association's energetic education department, through its Bulletin of Environmental Education (BEE) and through a Council for Urban Study Centres. Harrow's head of economics, John Rees, suggested that the school's trust fund should establish a centre in Notting Dale, in a Gothic vicarage alongside the converted barn-like church where Harrow School had long run the Harrow Club for local youth.

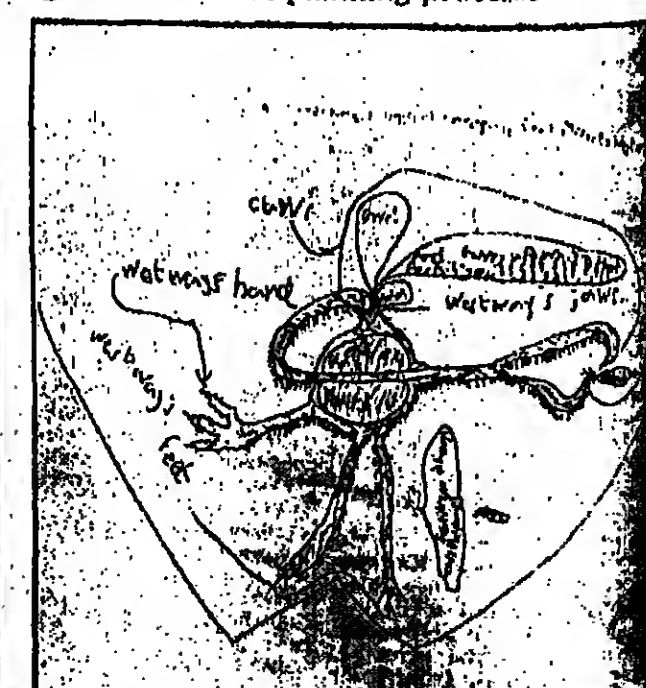
The centre is hemmed in by motorway, for it is only a few yards from the intersection between Westway and a southern spur to Shepherd's Bush. Westway has destroyed much of the area's commercial and social life, severing many of the north-south connections. The road on which the centre faces shops abruptly just beyond it, giving way to the ragged grass wasteland under the Westway overpass.

The centre's founding director, Chris Webb, became involved in urban studies as head of humanities in a London comprehensive. Subsequently, he led the education department at Shafter, struggling to promote the establishment of such centres nationwide. He jumped at the opportunity to create one centre on the ground.

The centre started in 1974, but it took some months to convert the building. The ground floor offers an attractively painted, carpeted working space, allowing an informal flow through the rooms, yet also providing corners where individuals or groups can concentrate on writing or typing up their observations, drawing maps, or consulting the files of maps and documents that the centre stocks.



Left: Chris Webb advises sixth formers about their geography field work. Right: a drawing done at the centre by a 10-year-old boy, depicting Westway, the monster who eats everything and everyone, except the government officials whom it depends upon to bring it fertilizer.



Examples of children's work adorn the walls, the result of projects on various local estates, written observations, transcribed interviews, drawings, maps and graphs.

There are also illustrated "thank you" messages from children addressed to Chris Webb and his staff, including the part-time cleaner, both his secretary, Margaret Doré, and the audio-visual specialist, Angus McEwin, work closely with the children.

Upstairs there are darkrooms where children can develop and print their photographs. The centre's accommodation resembles a youth hostel—small dormitories with bunk-beds, and a kitchen where groups can cook for themselves.

In two years of active life, the centre has been fully booked by visiting groups. On my visit I encountered a group of sixth formers from Abercrombie, staying for a

week as part of their field-work for a local geography; a group from a local primary school, coming in for a double-period each week for a term; and some local secondary girls, completing the projects they had been pursuing through a term of similar weekly visits.

The children's activities vary according to abilities and backgrounds, and the wishes of their teachers who work with them. Chris Webb and his staff work alongside as advisers and helpers. Most groups are first set out on an urban trail, which introduces them to the area's geography and some of its major problems.

Whatever the children's level, the centre's aim remains the same: to make children more aware of the urban environment, whether it is new and strange, or familiar but unconsidered; to encourage them to consider the processes

that have changed—and are continuing to change—the urban and the people who make it; to give them the opportunity to understand and comment on these processes.

More immediately, it offers opportunities to practice skills of observation, recording and evaluating evidence, viewing and photographing.

This environmental work involves Chris Webb's view, an eclectic mix of history, geography and social studies. Whereas many social themes are ambiguous and abstract, the "environment" he feels, is clearly defined, he argues, "a doorway to understanding of social processes and of differing ages and abilities of children of differing ages and abilities."

Even primary children can compare aerial maps and directories and cover—as one group did—that a road had more than 60 separate

passes as recently as 1960, and now has none.

The scope of studies at the centre goes beyond the observable physical structures to the effects on people. Chris Webb does not attempt to evade the controversial issues that this raises.

Faced with a local building, once attractive but now dilapidated and converted into multiple flats, what should be done? Should one simply draw children's attention to the architectural details, or should one encourage them to ask why there are 49 separate doorbells?

Chris Webb has no doubts. Though other centres may prefer a neutral stance to the evidence of planning around them, he feels this is impossible in Notting Dale. Others may be constrained by their responsibility to the local authority, but his is guaranteed its independence by Harrow.

Faced by the blighting impact of Westway and "the high-rise, high-density, low-amenity, working-class barracks" as he judges them, the centre finds itself by default or design aligned against official planners' and many of their working assumptions.

Chris Webb reckons that the raw planning documentation that he makes available demonstrates that conflict is endemic in the planning process, contradicting the kind of "altruistic consensus" which he thinks is postulated in most social studies teaching. There is no point, he concludes, in disguising this conflict from children.

The urban trail worksheet draws attention to architectural details such as pillars and cornice, but also invites children to consider more charged questions, such as the arguments for and against high-rise. They are urged to "think of people

such as children under five, mothers and old people" hardly arbitrary choices, for of one estate's inhabitants a third are single mothers and another third pensioners. Children are asked to consider where residents on one estate might breed budgies, grow flowers, have a dog or do woodwork.

Children are encouraged both to note their own responses, and to elicit the opinions of local inhabitants. But if groups of children were co-operating to "pillage and pry", as Chris Webb puts it, into the local community with clip-boards, questionnaires, cassette recorders and Instamatics, the result would be "mayhem". Hence the range of activities that the centre provides for children, to gauge the impact upon people before groups go out to approach them directly.

The centre's partisan approach to local planning issues explains its further role

as a resource for the local community, offering advice and secretarial and printing facilities—Margaret Doré doubles as unofficial secretary to all the community groups. One local estate was built without any community centre. Chris Webb arranged for a group of architectural students on day-release to develop various fully-costed proposals for a community hall. The residents then chose one to present to the council.

The centre's educational appeal may also lie in its status as an off-site centre, a fresh, informal atmosphere that lacks some of the distracting pressures children may associate with school. Freed from long-term responsibility for any class, the staff can develop successful informal relationships that encourage fruitful work. But Chris Webb is not led to any de-schooling conclusion. He feels the centre will only have succeeded if its work and approach can be widely re-created within the established school system.

The centre has no competition in London, although Street Aid, in Covent Garden, is developing urban studies as one of several courses for school groups. And schools with their own urban courses still collaborate with the centre. The ILEA may well translate their own approval into some kind of practical support. (The centre only charges schools for paper and other consumable items—and for overnight accommodation, where appropriate.)

One can imagine—indeed, one can find—centres operating quite differently. Urban studies could imply more emphasis upon art and creative writing—than is evident here. It might certainly involve greater detachment from current controversy—even though the centre imposes no view on the children. And yet it is hard to dispute Chris Webb's judgment of the priorities: even the observer who is forced to acknowledge the benefits he receives, crossing London swiftly on Westway, cannot easily dispute its impact upon the local community.

Though the centre's success with children, various, it generates at its best an intellectual excitement that amply repays Harrow's refreshingly enlightened patronage.



The view from the Notting Dale Centre.

مركز الدراسات الحضرية







24 Books/Special Education

Hidden handicaps

Seamus Hegarty

The Early Identification of Educationally "At Risk" Children. Edited by K. Weddell and E. C. Raybould. School of Education, University of Birmingham. £2.50.

Teaching Mildly Handicapped Children in Regular Classes. Edited by Sholee Lowenbraun and James Affleck. Charles E. Merrill. \$6.45. 675 08613 2.

Psychology and Education of Slow Learners. By Roy I. Brown. Routledge and Kegan Paul. £2.95. 7100 8410 2.

Educational Technology: Implications for early and special education. By Alan Cleary, Terry Mayes, Derek Packham. John Wiley. £6.75. 471 16045 8.

Despite the "proofs" offered by the Burts of this world, there has fortunately been a large body of people convinced that intelligence—and other human characteristics—must reflect the environment to a significant degree.

The Birmingham publication emanates from a symposium concerned with the identification of less obvious handicaps in children.

There are three sections dealing respectively with concepts and aims in early identification, the use of psychometric approaches, and the identification of children.

Summer Publications Educational Psychology 3rd edition Lee J. Cronbach

This basic textbook for educational psychology courses has been thoroughly revised and updated, chapter by chapter.

Resources for Creative Teaching in Early Childhood Education

Darlene S. Hamilton, Bonnie J. Fleming and Jo Anne D. Hicks This is a practical supplement for a wide variety of courses in early childhood education and is a compendium of resource materials for use in curriculum planning for young children.

Implementation of identification procedures. Various studies and procedures from this country and abroad are described. Likewise, a variety of disciplinary approaches is brought to bear.

Of particular interest are the descriptions of some screening procedures used in this country; the Houslow Mother and Child study which screens children up to three years for developmental delay.

Identifying a learning disability is only the first step. If it is not followed up by specific remedial action, indeed it might as well not have been done in the first place.

Further chapters spell out the treatment needs of slow learners. These extend beyond the educational sphere to take in social skills, vocational training, domestic and recreational training.

Lowenbraun and Affleck's book is aimed at just such teachers, albeit in an American context. The rest of the book is a detailed programme on how to teach academic skills to educationally backward children in regular classes.

Psychology and Education of Slow Learners. Roy I. Brown. This book is offered as a text-book for those intending to work with slow learners.

Educational Technology: Implications for early and special education. Alan Cleary, Terry Mayes, Derek Packham. This book is offered as a text-book for those intending to work with slow learners.

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Parents' needs Selma Gillman

For the authors of this book the courage to take risks has paid off handsomely. The major risk involved was to cover an extensive canvas and court the danger of superficiality.

The authors dissect the hitherto dominant paradigm—the conventional model of the nuclear family, with the male as head and bread-winner.

The book attempts a long overdue integration. It seeks to juxtapose the needs of developing children with the needs of parents.

Meaningful adjustments Brian Osman

There are three comprehensive introductory chapters which cover concisely theory, identification and educational provision.

In all the real cowboy films of my youth and in many of those of my middle age, the aging Klondike prospector rushed into town hoping to find a fortune.

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History across the globe

Woll done, Longman of Hong Kong. This is the acceptable face of multinational publishing.

Dr Crisswell's outline history of China and Japan is better suited to a short list of books and questions.

Inspector/poet Eric Linfield

Autobiographies and biographies feature in the descriptions of childhood and school days reveal so much of the character of the person or yet unformed.

Nuclear clarity

Nuclear Crisis: a question of breeding. Edited by Hugh Montefiore and David Gosling.

REPORT "COULD DO BETT" A 32-page booklet provides a wealth of ideas and over 500 keywords to help you report writing.

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25 Books/Special Education/Paperbacks

Dig for victory

Digging for Victory days are back, exciting as war games or cyclamen—or even bottle gardens.

The two books on greenhouse gardening can be almost considered as an O and A level course in the subject.

Easy Indoor Plants, by Lynn and Joel Repp (Penguin, 70p), is a light-hearted, comically illustrated approach to "involvement with plants" which is also very sound.

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Catalogue of clichés?

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METHUEN logo and book advertisements for 'The Underground and Education', 'The Child with Spina Bifida', 'Heredity and Environment', and 'The Psychology and Education of Gifted Children'.







28 Resources

continued from previous page

Then there are individual sets which provide enough pieces for an individual student to work with.

Finally, there are class sets with atom centres and linking tubes for several groups of students to work with at the same time. Apart from the teachers' set, the individual and class sets for Biochemistry provide the material from which molecules of biological importance can be constructed. The individual sets contain an instruction booklet and the class sets are accompanied by 14 work cards for the construction of models of amino acids, polysaccharides, protein, nucleic acids, etc.

The Orbit Biochemistry sets do require a certain expertise and knowledge of chemistry. The pro-

cedure of constructing complex molecules is at first rather daunting but after a little practice, models can be built quite quickly. The instructions are quite comprehensive but ask many questions that a biologist would be unable to comprehend without a very sound knowledge of advanced chemistry. Once completed, the models are most effective but perhaps are not quite as good as their equivalents in the Molyndol range as self-piece structures for demonstrating basic features of molecular construction to a biology class. This is because the atom centres are small and the molecules are less visually striking.

On the other hand, the Orbit Biochemistry sets are very versatile. With the atoms and bonds provided, only a small section of DNA can be

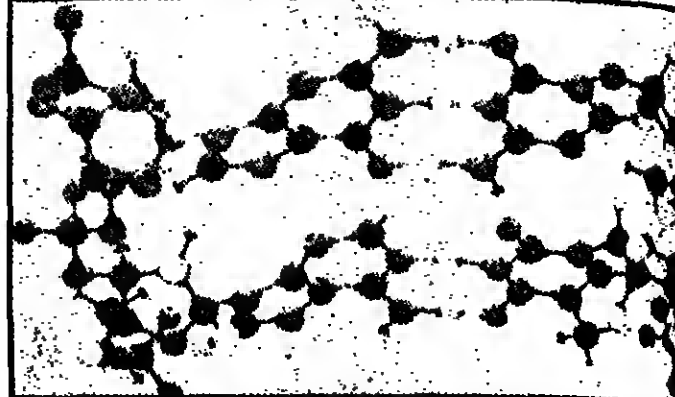
constructed, but additional atoms and bond links can be obtained if desired. As with the Molyndol system, this larger model would be rather unwieldy requiring additional external support and would also be quite expensive. Cochrane also make a complete DNA kit with parts sufficient for 15 base pairs of the double helix. This is made in the Mini system—similar in Orbit but much smaller in size. It can be supplied in a pre-assembled form but is then twice as expensive as the do-it-yourself kit.

The model is constructed on the equivalent Orbit molecule, but in addition, a suspension system is provided consisting of two circular plates of plywood (which can be hung up), and 10 nylon threads which are stretched between them. The DNA nucleosides are attached to these threads so that the double helix structure is shown in an unobscured view. The DNA kit has full assembly instructions and a leaflet giving background information on the structure of DNA, the genetic code and protein synthesis.

Construction of the model is a considerable undertaking which takes a lot of time and patience but there is a great sense of personal achievement when it is finished. Assembly would be best organised as a group activity for a number of committed sixth-formers. The completed model is good and shows the important aspects of DNA structure effectively for a relatively modest outlay of money.

The models described here are only a sample of those which can be obtained from the suppliers listed. Biologists are faced with the problem of deciding which models to select from such a wide variety of available kits and systems. Cost will of course be a crucial factor, but of greater importance will be the reason why a particular model is to be used.

For example, a DNA model is chosen to show base-pairing replication, mutation etc., a "skeletal" molecular model with individual atoms would probably be less successful in demonstrating these properties. Where it is considered important for students to appreciate the three-dimensional structure and the arrangement of its component atoms, a skeletal model obviously must be used. Some of the models made for (leave) demands on a biologist's knowledge of chemistry, and this might be of over-riding importance.



Top - Spiring's Molyndol system. Above left - DNA Double Helix from Philip Harris. Above right - Mini system from Cochrane.

Table listing various educational resources with prices and contact information for T Gerrard & Co, Philip Harris Biological Ltd, and Cochrane of Oxford Ltd.

Table listing 'Open-type Models' such as Fat, Glucose, Sucrose, Polypeptide, Alpha-helix, DNA, and Amino acids, with their respective prices.

Rules and regulations and a balance of freedoms

by Nick Thomas

Individual and Society: A folder from ILSEA Learning Materials Service, Highbury Station Road, London N1 5B, and Heinemann Educational Books Limited, 48 Charles Street, London W1X 6AH, £2.00.

Individual and Society is a folder of discussion sheets and worksheets loosely organised around the theme of social constraints: the ways in which society shapes an individual, the kinds of conformity it demands, and the ways in which these demands are enforced.

But it is also concerned with the opposite flow—the contribution that each person makes to the social order, and the ways in which one can try to change rules one disagrees with. The folder is intended as a basis for discussion in independent classes of 14 or 16. The core element is the 10 four-page discussion sheets in each case the first three pages are so simple and pictorial as possible, while the fourth assumes a higher reading level, and can be used as appropriate.

Three main themes are seen in different aspects: the individual, the balance of freedoms and constraints in society, and the nature of rules, regulations and laws. Most of the discussion sheets, as the teacher's notes point out, relate directly to one or more worksheets. Each of these is one side of paper making a single point—about privacy, information, or fashion, for instance—and giving a few suggestions for research or discussion. One problem with the folder is its

completers' apparent lack of clarity about the basic categories and concepts being used. The relationship between discussion sheets and worksheets is often woolly and ambiguous. It is hard to see any consistent pattern in the way a particular item falls into one category or the other. As is so often the case with such folders, an apparently systematic treatment falls apart when prodded into a heap of pretty pieces of paper.

Each discussion sheet, with its big general question like "What Makes An Individual?" or "Why Do We Need Laws?" could last a class for half a term or for ten minutes, but not easily for any period in between.

Clearly a great deal of work by a number of people has gone into Individual and Society. But the odd product has the unfortunate effect of something cobbled together on a wet afternoon by two people with a pile of papers and some pages.

It is a shame that such an important subject should be shabbily treated; and in fact, it is probably the sheer scale of the issues involved that has defeated the compilers. They seem caught between two stools: one moment grasping and vaguely generalising, the next moment scrappy and over-specific. Even when a good idea occurs, it is wasted. A survey of terrestrial life, through the eyes of alien explorers, for instance, suggests only soapy clichés, and fails to give the intended sense of cultural relativism. It seems that the fresh new approach of a few years ago has become as dusty and full as any old-fashioned textbook.



From a worksheet.

Do-it-yourself media pack

Inter-Action, the multi-media community arts enterprise in Fish Town, North London, recently released a selection of most useful publications in a package with the title 70th Change. These four booklets of video, print, newspapers and leaflets, although primarily intended for the community activist, are of almost equal relevance to outward-looking teachers.

Each is presented in a simple, forward, no-nonsense manner with deals at a realistic level with kinds of problems and solutions. The emphasis is on practical, action-oriented work with any of the media. The emphasis is on the practical.

In the handbook of Inter-Action, there are 100 pages of reference to the work of schools in the area which, reproduced, make this newspaper. "We have done this newspaper by ourselves. It was very easy to do and we are all in our four aged nine and 10".

There is no reason why children in primary schools, and their older sisters, and teachers, should not be able to use the techniques, make videotapes, check own bookshops or produce their own newspapers. This would provide an excellent learning pad for any of these activities. For each, teachers are available in Inter-Action. Inter-Action Centre, Prince of Wales Road, London N15 2PP. (Post Free).

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Large table listing various educational appointments and classifications, including Nursery Education, Primary Education, Secondary Education, Sixth Form and Tertiary Colleges, Preparatory Schools, Community Homes and Associated Institutions, and Deputy Headships.

Primary Education

Advertisements for primary education positions in various regions including Hampshire, Hertfordshire, Devon, Dorset, Gloucestershire, Hampshire, Leicestershire, North Yorkshire, North Yorks, Suffolk, Wiltshire, and Wiltshire.

Advertisements for secondary education positions in various regions including Hampshire, Hertfordshire, Devon, Dorset, Gloucestershire, Hampshire, Leicestershire, North Yorkshire, North Yorks, Suffolk, Wiltshire, and Wiltshire.

Advertisement for 'ilea' (Inner London Education Authority) for teaching posts in Inner London, including details for a Centre Co-ordinator position in Haringey (Borough of).

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.



































# Tells a story...

## Picture books which inform

So far as the books produced for them go, young children these days seem to be expected to live entirely in a world of whimsy and fantasy. Until they get on to school "information books" only a tiny proportion of picture and story books help explain the world, and cater for infants' enormous appetite for information. And one vital section of their lives—adults, the work they do, how they feel and spend their time—is virtually excluded.

Out of a large batch of new books, only three seem remotely to fit this need. By far the best is *Fernier Barnes Tells a Tree* by John Cunliffe (André Deutsch £2.25). Fernier Barnes has a new power (he said "Emily") and happily decides a diseased elm simply must be cut down. The tree falls across the road, and it takes the combined efforts of other farmers to clear the way for the milk tanker—and several other important vehicles. It's a realistic and enjoyable story and the pictures, by John Hickson, complement it beautifully.

When the Wind Stops by Charlotte Zolotow (World's Work £2.10), the fancier stuff but also successful. A key question is his mother about where the day, and the sun, go at night time, where rain, and waves, and roads and clouds and falling leaves go. The mother explains that most endings lead to new beginnings—leaves to feed trees to make leaves, rain to clouds for new rain. There are also gentle black and white pictures by Howard Knott.

An Animal for Alan by Edward Ricciuti (World's Work, £1.90), is more didactic. Alan's father tells him all about a variety of animals they come across, and why they won't do for pets. It manages to include a good deal of information in a readable way.

Nobody could call Little Toot, that anthropomorphic tubboat, altogether realistic. But he is at least about working and growing up. In

Little Toot through the Golden Gate by Hardin Gramotky (World's Work £2.70), he unsuccessfully tries out various identities—as a soldier, a crank boat, a ferry—and diagnosed the consultant or perhaps the symptoms disappeared in the time limit. Gramotky's pictures of boats and seas have lost nothing of their strength and charm by repetition.

It would also be stretching it to call My Uncle Charlie by Marjorie Darke, with pictures by Janet Henson (Puffin 50p.) realistic. But both story and drawings are unusually down-to-earth. Uncle Charlie is a handsome sailor who comes back with much intriguing loot (alcohol illustrated), including a splendid parrot. The narrator—a girl, for once—gets worried there's nothing for her, and is thrilled to get the parrot. A very good addition to the Easy Reader series. Virginia Atkins

If children's books are to be informative, they must be interesting and memorable. Introducing facts into a story with a central character can focus attention and add relevance and shape to information or it can end up as a poor story with facts tacked to fit. If they are well-organized, unadorned facts speak for themselves. (Ewan, £1.75 and Dinosaur 50p.) is a successful account, simply written but packed with information. It not only describes how medieval people lived, but gives some explanation of why they organized their lives as they did. The illustrations are full of interesting detail and include a cross-section of a castle on the back cover. This book should interest children between four and seven.

Using the same basic material as in her earlier book *Going Into Hospital* (Dinosaur 1974), Atkins has introduced a central character into *I Go Into Hospital*. But the utility of the child's experiences underline the lack of facts, having been admitted overnight "just to be on the safe side", she is dis-

charged the following day, still, presumably, with "a sore tummy". Perhaps "the big machine" (why not call it an X-ray machine?) diagnosed the consultant or perhaps the symptoms disappeared in the time limit. Gramotky's pictures of boats and seas have lost nothing of their strength and charm by repetition.

Sarah Gurlini's *Putter Brown* (Hodley Head, £2.50) is ostensibly a story-book which would have been much more interesting if the hints of information about jostling had been expanded. Chickens splash dots of glue over Putter Brown's dreary brown pots and his slumping sales prove dramatically. The book is presumably written for young children, yet it makes assumptions of sophisticated knowledge. The author makes little attempt to show in words or pictures how pots are made, and yet the flat hinges are some understanding of what glaze is and how it is used.

Jonathan Will's account of life in a lighthouse in *Linda and the Lighthouse* (Cannongate, £2.50) gains interest and dimension by being seen through the eyes of the lighthouse keeper's daughter. The inevitable attendant disadvantage. The author's illustrations are bold, detailed and evocative. Linda's dad's special names for porpoises, seals and other marine life are delightfully forgotten, but generally this is an interesting and informative book.

Grizzly Bear by Hertha Proschel (World's Work, £2.90) is an attractive and well-written account of a bear cub's first year of life. It has the shape and variety of a good story yet is completely un sentimental, full of subtly observed information, and very readable. Donald Carrick's illustrations capture the vivid atmosphere of the text. Under-ones would probably find this book long and too densely written although the facts are fascinating and simply presented.

After reading *Seamark* by Like This by Sirp Weinur (Kaye and Ward, £1.95), I felt I ought to know something about the country. *Seamark* is a book about the quality of making one think with a heavy Scandinavian accent. However, despite general mental indigestion, the horrifying fact that in *Blind* is English, a town of buildings made of Lego bricks" burned into my brain as a piece of information to be kept from my sons at all cost. This is a worthy book and would be a godsend in any school library awaiting in the geography project material. It has maps, attractive illustrations, a guide to pronunciation of place names and masses of information. Pam Michell

# Through a mazy web

## Peter Fanning welcomes "Terrapins"

For anyone who finds the snarling pace of picture books spiralling quickly out of reach, here is good news: Dumbbells Publishers have launched a new series of "Terrapins" at 50p each. These tough laminated paperbacks with illustrations alternately coloured and black and white, should gladden the heart of geomy-thelated librarians, teachers, parents and listening and reading children alike. Not only are the presentation and paper of high quality, the tales and pictures all set high standards—from William Isambard's grotesque assortment of misanthropic teachers, parents and children in *The Duck in the Park* (black and white) to the tales of Elin in *Etica and the Seal* (by David George).

The age range varies from five to nine-year-olds. *The Druet* is a simple story about a Hutteseque Druet who wants to possess the scene of every instrument in the orchestra and who can never make up his mind—and ends up simply being beaten. At the other end of the scale is *The Emperor and the Comet* by Stephanie Craig, and a very strange tale it is too. It contains the story of the Emperor's rich man, fired by the envy of his wealth, who falls in love with a comet. Then follows a pitiful account of doubt and despair. It reads like a juvenile version of "Maufred". And finally the Emperor abandons his court to dwell in a cottage, high on the mountain, living at



Urbanus and Rusticus are the heroes of "Terra Mica" the story of the town mouse and the country mouse reworked by Margaret Roach (Kaye and Ward £1.25) and illustrated by Peter Fanning. The book is published at the end of the book for more scholarly readers, but first century as mice will chew at anyone.

# Learning through puns and puzzles: Anno dominant

## Pam Michell on Mitsumasa Anno and his work

Mitsumasa Anno makes the unlikely claim that his 10 years as a primary school art teacher were not entirely successful. He students enjoyed themselves too much and learned nothing. However, his newly-published book, *Anno's Counting Book* (Bodley Head, £2.95), certainly aims to instruct as well as to entertain.

The book begins with a double-page picture of an empty, snow-covered landscape. Then the landscape begins to fill with one house, one tree, one child, one adult, one deciduous tree and as the number of pages progress, houses, adults and children increase until the scene is crowded with activity. This is a standard counting book with four ducks opposite number four. Apart from one-to-one correspondence, it introduces the concept of groups and sets and the composition of numbers. The seasons change, the church clock shows a different time. A new house is being planned on one page and is built on the next. Roads and bridges appear to connect the new inhabitants.

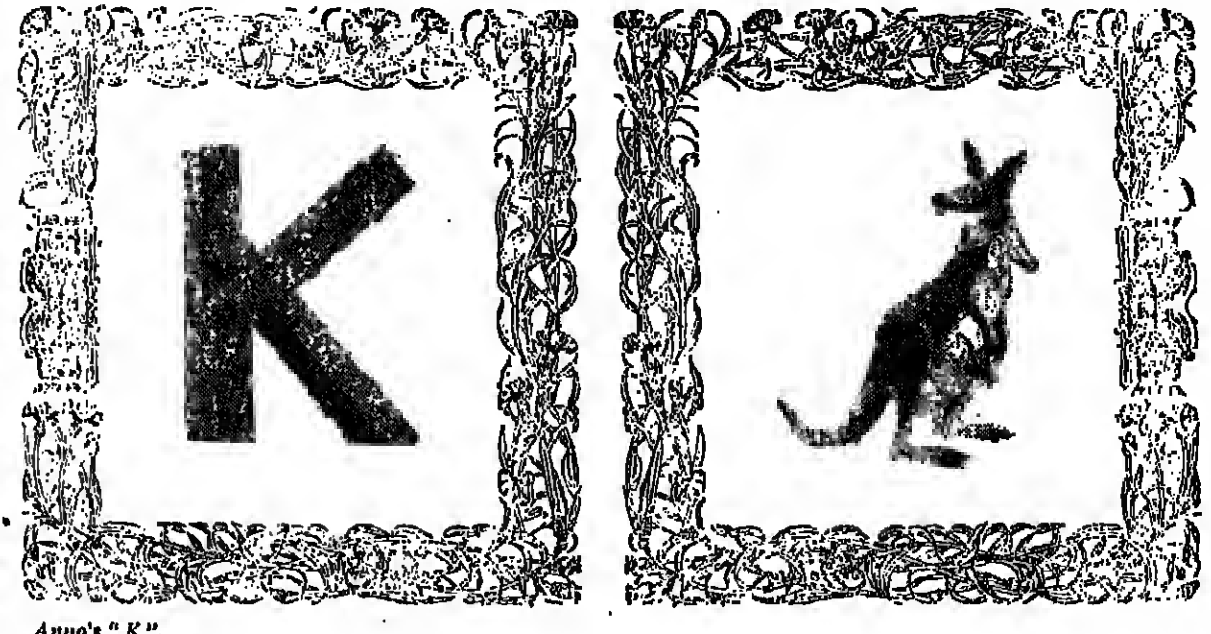
This inventive book introduces not only mathematical concepts but ideas of logic and causation, and Anno has a rare gift for conveying his own fascination with numbers through his illustrations. Japanese copybooks use his two adult books as material for training computer operators and he has published 20 number books for children which are used in Japanese schools as supplementary texts.

*Anno's Alphabet* (Bodley Head, 1974) was widely praised and commended by the Library Association for the Hans Greenway medal. The illustrations with their use of surrealist tropes (hell are technically very sophisticated. The

objects used to illustrate each letter are sometimes unfamiliar to a child and I defy any adult to identify the floral border for letter "U" (urena sinuata) without referring to the key at the back or a botanical reference book. Indeed, Anno himself admits that many Japanese parents keep the book for their own enjoyment. It is partly Anno's intention that a child should have an adult interpreter so that in examining together his intricate school of art in language, a child may refresh or increase their understanding and knowledge.

Anno does not first consider the likely age and comprehension of his reader when he has an interesting idea for a book. His own two children are nearly adults. Nevertheless, he acknowledges the contribution which children have made to his artistic ideas. In observing the way that young children point, he noticed how their imagination distorted yet enriched the reality they saw. He himself first sketches a school of eye-level, but at exact representation, then experiments with different angles and distortions to arrive at a composition.

Anno was trained in the Western rather than the traditional Japanese school of art in a language teacher training college. He has an enormous knowledge of European art and civilization. The work of Paul Klee and the Dutch etcher, Escher, have both influenced him. Except perhaps in colouration, his illustrations contain little that the artist is Japanese. The homes in his counting book derive their architectural styles from many European countries. His illustrations include references to Western traditions such as Christmas trees, reindeer and Easter eggs. It is daunting to realize that Japanese children are



Anno's "K".

familiar with such details of Western culture compared with our almost total ignorance of Japanese traditions. Since Suzuki popularized European children's literature in the early part of the century with his series of "Red Bird" books, Hans Andersen and Peter Pan among others are well known in Japan.

Despite his knowledge of European civilization, Anno speaks little English. In compiling his alphabet, he relied on dictionaries, encyclopaedias and the advice and suggestions of English and American friends. This created some problems—such as what the true shape of a pumpkin should be in the page border of letter "P". Anno wanted his pumpkins to be elongated ovals but was overruled by the insistence that all American pumpkins are round!

The border for "C" is a vine with grapes, and Anno admits that the reference to grapes, forso because he assumed that "grape" meant the whole plant, not the fruit. These "mistakes" annoy him yet he takes a genuine delight in learning something new. Perhaps it is the absence of linguistic difficulties which makes the counting book more immediately intelligible than the alphabet.

Visual puns and puzzles are Anno's forte. He has just published a new book in Japan called *My Journey* (Bodley Head plan to publish it here early next year). This is a collection of townscapes derived from various European countries; he spent 40 days driving and sketching in England, France and Denmark in preparation. Anno's illustrations are inventive and stimulating to interpret. If his pupils lacked discipline, they had the advantage of a fascinating teacher.

# MINNOWS

## Big Bait for Little Fish

Minnows are especially designed to help small children who have just mastered the skill of reading and now need to discover that reading is fun. The stories are beautifully simple so that they can be enjoyed by a bright five-year-old or a slow reader of seven or eight. The print is clear and the pictures bright and persuasive. There are now twenty-six Minnow Books which can be collected into a small library of cheerful, attractive and hard-wearing little books which will encourage all children to regard reading as a pleasure.

Four new Minnow Books:

**STICKLEBACK; STICKLEBACK and other Minnow verses; MY UNCLE CHARLIE; I WANT TO BE A FISH; ELLA CLIMBS A MOUNTAIN** £1.30 each

For a free leaflet giving full details about Minnow Books please write to: Kestrel Publicity Department, Penguin Books Ltd., Bell Road, Harmondsworth, Middlesex UB7 0DA

**Kestrel Books**

# Lucky dip

Hobbyhorse Books 1, 2, 3, 4, 5, 6. Studio Vista £1.50 each.

The subtitles of these books—a lucky dip of things to make—describe exactly what they are. The six volumes have been graded to offer a "simply structured learning programme" for children aged between five and 12. Volume one starts off by making a necklace; three threads to make a necklace; volume six ends with suggestions how to make a kite. Each new craft or technique begins with a list and a photograph of the materials required, followed by simple instructions supported by diagrams and photographs. Many of the materials are easy to find or cheap to buy.

The appearance of these 64-page, large-format books is bright and colourful, but the text has no character at all—just bare instructions. A small italic typeface is sometimes used for off-putting comments to the teacher, e.g. "This activity... is an excellent exercise for co-ordinating hand and eye". Sometimes it includes, rather confusingly, important instructions to the child which should be in the larger, easier-to-read typeface of the main text.

A wide variety of projects is covered—from making models in old electric light bulb moulds, water-punching and making a swing, to the usual paper stars, masks and mobiles. You can even discover how to make a macramé necklace if you are wanted to. I just wish some of the finished objects looked more appealing.

Rosemary Hestlin

# For wet afternoons

Gillian Thomas

Exciting Things To Do With Colour. 85585 207 4.

Exciting Things To Make With Paper. 85685 205 8.

Exciting Things To Make With Wool, String and Thread. 85685 206 6.

Exciting Things To Do With Nature. 85685 208 2.

Marshall Cavendish Books 99p each.

Playing Shops 289 70691 2.

Playing With Fruit and Vegetables. 289 70692 0.

Making Simple Kites. 289 70688 2.

Studio Vista £2.25 each.

With the school holidays not far away, there is a ready market for activities. Among the latest are four junior craft books, available exclusively from Marks and Spencer. Each one in the series *Exciting Things to Do* contains a variety of 6 to 11 projects which can be done at home.

To begin with, the ideas are comparatively easy to execute, but more difficult ones come later. The philosophy behind them is, that children should progress and understand the basic methods, before moving on to the bigger, more exciting work. Coloured tags, more edge of each page indicate the materials and methods used, while others at the top (marked "Try it

first") indicate the practice of skills.

In addition, each book has a helpful "Used to be" section, in which one of the projects is explained in detail, using glue and paste, paints, sharp angles. Then there are activities like tracing and enlarging pictures, making pop-ups and paper puppets, such as paper flower-making and paper sculpture.

Every project is illustrated in full colour with clear step-by-step pictures and easy to read instructions.

Similar in intent, these books are rather simpler in idea, but more exciting in execution. They cover more expensive materials, but play ideas, such as playing with clay, and making simple kites.

Whereas the *Exciting Things to Do* series uses colour photos and drawings to explain each process, those in this series are restricted to black and white except for their very attractive covers. However, the ideas are unquestionably inventive and the instructions unambiguously clear.

Most varied of the three is "Used to be" series, and vegetables, ranging from a racing car (made of a potato body with a carrot and parsley wheels) to a soup, in which the fish is made of carrot but to the right of the page are of seeds, potato print-ery marks, a banana, and a paper

# Shared experience

Peggy Heeks

The Facts about a Grand Prix Team. By Barrie Gill. 233 96889 X.

The facts about a symphony orchestra. By John Amis. 233 96770 X.

Whizzari/Andre Deutsch. £2.25 each.

Clubs. By M. L. McCarthy. 356 6561 2.

Speed. By M. L. McCarthy. 356 6560 4.

The space age. By Ron Taylor. 356 6563 9.

The second world war. By Tim Healey. 356 05562 0.

Action World Books/Macdonald Educational £1.25 each.

There are titles three and four in a series for older children" launched by Deutsch last autumn.

The Facts about a Grand Prix Team has a BBC racing correspondent as author, supported by a team of photographers working on location. This is Gill's first book for children—and it shows. Instead of a watered-down synopsis served up as project fodder we have a book of verve and dash, unfolded like a story rather than constructed like an information book, moving from the launching of the Elf Tyrrell six-wheeler to the work of driving, maintenance and promotion staff in preparing and winning a Grand Prix.

One cannot expect the same speed in a book about an orchestra, but John Amis communicates his enthusiasm and expertise in an easy-going style with plenty of jokes ("Success is all very well as long as you don't inhale.") Inside information, (£5,000 for a good cell, £1,000 for a bow) and only occasional lapse into inaccessible language ("The oboe... can do a pettoral jig but its natural sound is plangent.") Like its companion volume, the book has neither contents page, index, bibliography, nor suggestions for further activities; its purpose is to share experience not provide a reference source.

Both books demonstrate that the author's power counts more than an information book blueprint—a truth revealed by default in Action World. Trust Macdonald Educational to be aware of market needs and find a product to meet them. When the shortage was Information book for infants Macdonald Educational weighed in with *Storers and First*

library; when we discovered reluctant readers in the secondary school, Macdonald were there with *Visual Library*. Now comes *Action World*, forming the necessary bridge for a middle school reader-ship.

Compelling cover design, brief text—around 75 words a page—interceded with illustrations, basic vocabulary and short sentences make up the kind of book children will feel motivated to take from the library shelves. Awareness of adult requirements is seen in clear contents page and index.

As is so often the case, closer inspection modifies the initial favourable impression. Take *Clothes* for example. Repetition and pursuit of simplicity blur the textual message; the condensation necessitated by the attempt to cover most aspects of costume in one short book produces rather ridiculous sequences. Organization is wayward, contents list diffuse, the index a poor hack job. Try Burton, Richard and you find a copyist "Richard Burton and Elizabeth Taylor in *Claretta*", try Ivor Novello and you find nothing. A misleading section "Making cloth from wool", couched in the present tense, refers to pre-industrial practice. The whole book suffers from the besetting Macdonald sin, superficiality.

Similar attractive features and fundamental flaws mark the other three *Action World* titles, *Speed*, *The Space Age*, and *The Second World War*, which present good material for critical exercises.

# Methuen Books for all Children

**Picture Paperbacks**

THE KITTEN WHO COULDN'T GET DOWN

FIVE LITTLE PIGS

PUPPY GO HOME

THE INQUISITIVE CALF

HELEN PIERS

Four Helen Piers' most popular animal stories completely redesigned for paperback. The simple text and beautiful colour photographs on each page provide delightful and easy rhythmic reading for young children. 46p each

**Picture Books**

THE HOBYAHS

SIMON STERN.

A picture book taken from a traditional tale, which contains all the essential elements for a successful story: the villainous Hobyahs, creatures who live underground and only come out at night; the capture and rescue of a little girl; and the happy endings which puts paid to the villains. Colourful, detailed illustrations and rhythmic, repetitive text make this beautifully produced book ideal for young children to look at and have read aloud. £1.60

**Activity Books**

COSTUMES FOR PLAYS AND PLAYING

GAIL E. HALEY

Simple and concise instructions are provided, accompanied by first-class illustrations and diagrams, for making costumes from available materials found in the home and school. The emphasis is on stimulating the reader to their imagination. An extremely comprehensive book—invaluable in homes, schools, drama workshops and libraries. £3.75

**Focus Books**

FOCUS ON AIR

FOCUS ON EARTH

ANGELA AND DEREK LUCAS

The fourth and fifth titles in the much acclaimed Focus series emphasises the inter-relationship of life and the world's resources. Excellent four-colour illustrations throughout, three pages of practical investigations for the reader to carry out and a full index in each book. £1.85 each

Two more Focus titles will be published in the Autumn: **FOCUS ON MAN AND MOVEMENT** **FOCUS ON FOOD FOR LIFE** **ELSIE AND DENIS WRIGLEY**

**Older Fiction**

THE SEA LORD

ALET SCHOUTEN

Translated by Patricia Crampton

This gripping, mythical story describes a small community living in the Bay of the Singing Sandbank, on the North Sea coast and the arrival of a monk and a Viking. After many years the whole community is destroyed, or seemingly so... Part I is of the arrival of a stranger, a young man with light eyes who comes walking up the dunes as if out of the sea, a series of strange and terrifying events precedes. £2.95

For further information write to: Methuen Children's Books, 11 New Fetter Lane, London EC4P 4EE.

METHUEN CHILDREN'S BOOKS









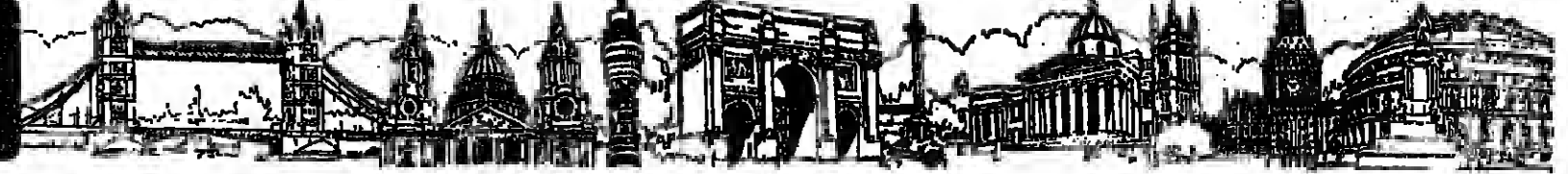
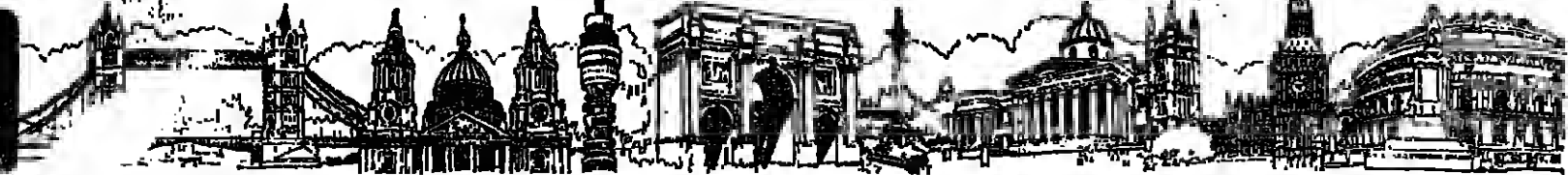












**Qualified teachers are invited to apply for the following posts. Applications forms and further particulars are available from the Head of the school specified unless otherwise stated.**

**Inner Land on Area Payment (€42 per annum) is additional to the appropriate Burtham salary scale.**

**Household removal expenses may be paid wholly or in part to teachers desiring permanent teaching posts with the Authority wherever a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and travel for the teacher and family up to a normal rate of the relevant permanent teaching posts with the Authority.**

**A full-time teacher of Art with experience in the teaching of Art will be considered for an appointment. The Authority's scheme of salaries with the cost of travel to school operates for appointments where the letters 'AT' are shown.**

**Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.**

**SECONDARY SCHOOLS**

**Deputy Headships**

**DEPUTY HEAD, BISHOP COTTON SCHOOL, BISHOP COTTON, WILTSHIRE. (11 to 14 years, comprehensive). Salary Scale 2, 11 to 14 years. Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.**

**SECOND MASTER/MISTRESS**

**NEWINGTON CHURCH OF ENGLAND SECONDARY SCHOOL, NEWINGTON, WILTSHIRE. (11 to 14 years, comprehensive). Salary Scale 2, 11 to 14 years. Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.**

**SENIOR TEACHER**

**ALBY WOOD S.M. SCHOOL, ALBY WOOD, WILTSHIRE. (11 to 14 years, comprehensive). Salary Scale 2, 11 to 14 years. Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.**

**ART**

**HEADS OF DEPARTMENT**

**WILKINSON PRIMARY SCHOOL, WILKINSON, WILTSHIRE. (11 to 14 years, comprehensive). Salary Scale 2, 11 to 14 years. Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.**

**Post of Responsibility**

**WILKINSON PRIMARY SCHOOL, WILKINSON, WILTSHIRE. (11 to 14 years, comprehensive). Salary Scale 2, 11 to 14 years. Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.**

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**PLANNING MANOR (18 G.)**

**Scale 1 Posts**

**PLANNING MANOR (18 G.)**

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**POSTS OF RESPONSIBILITY**























# County of Cleveland

## SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

### SIXTH FORM COLLEGE

#### SCALE 3—GEOGRAPHY

**BEDE SIXTH-FORM COLLEGE (Roll 238)**  
Marsh House Avenue, Sillingham, Cleveland TS23 3HS  
(Tel: Stockton 581444)

Required for September or January, a teacher to be responsible for GEOGRAPHY within the Humanities faculty. Ability to offer another subject within the Humanities area would be an advantage. There may be opportunities for some teaching in an 11-16 leader school.

### 11-18 SCHOOLS

The following vacancies exist at:—

**BRINKBURN SCHOOL (Roll 1,537)**  
Bleakstock Road, Hartlepool, Cleveland  
(Tel: Hartlepool 72388)

Required for September, 1977:—  
(1) A teacher for ART, SCALE 1 pool. (Main Interest Pottery end 3D work.  
(2) A teacher for COMMERCE, SCALE 1 post.  
(3) A teacher for SLOW LEARNERS in LOWER SCHOOL, SCALE 1 post.

The following vacancies exist at:—

**MANOR SCHOOL (Roll 890)**  
Oulton Manor Lane, Hartlepool, Cleveland  
(Tel: Hartlepool 87018)

Required for September, 1977:—  
(1) A teacher for MUSIC to 'A' level, SCALE 1 post.  
(2) A teacher for BIOLOGY to 'A' level, SCALE 1 post.

### SCALE 1—SCIENCE

**SNERTON SCHOOL (Roll 1,828)**  
Cetcoe Road, Hartlepool, Cleveland TS25 4AB  
(Tel: Hartlepool 65711)

Required for September, a teacher for LOWER SCHOOL NUFFIELD COMBINED SCIENCE. More specialist work may be available later. Candidates are asked to state main subject offered.

### SCALE 1—CLASSICAL STUDIES

**EAGLESCLIFFE SCHOOL (Roll 1,333)**  
Uray Nook Road, Eaglescliffe, Cleveland TS18 0LA  
(Tel: Eaglescliffe 782485)

Required for September, a teacher for LATIN and CLASSICAL STUDIES (with FRENCH).

### 11-16 SCHOOLS

The following vacancies exist at:—  
**GILLBROOK SCHOOL (Roll 1,105)**  
Normanby Road, South Bank, Middlebrough  
Cleveland TS8 9AG. (Tel: Ealon Orange 88201)

Required for September, or as soon as possible thereafter:—  
(1) A teacher to be responsible for MODERN LANGUAGES, SCALE 4 post. French with German preferred.  
(2) A teacher for ART, SCALE 1 post.  
(3) A teacher for MATHEMATICS, SCALE 1 post.

The following vacancies exist at:—  
**ST. MICHAEL'S R.C. SCHOOL (Roll 938)**  
Beemish Road, Billingham, Cleveland, TS23 3DR  
(Tel: Stockton 560812)

Required for January, 1978, or earlier if possible:—  
(1) A teacher to be responsible for COMMERCE, SCALE 2 post. Consideration will be given to applications from teachers with limited experience for a Scale 1 post.  
(2) A teacher for SCIENCE, Scale 1.  
(Applications are returnable to the Chairman of Governors, St. Joseph's Preabytery, Neeshem Avenue, Billingham, Cleveland.)

### SCALE 2—FRENCH

**THE GRANGE SCHOOL (Roll 1,228)**  
Oxbridge Avenue, Stockton on Tees, Cleveland, TS19 4LE  
(Tel: Stockton 82311)

Required for September if possible or January, 1978, a teacher for FRENCH, a Scale 2 post is available for a suitable applicant but applications will be considered for a Scale 1 post from newly qualified teachers. Ability to offer German as a second language an advantage.

### SCALE 2—SCIENCE

**HUNTCLIFF SCHOOL (Roll 492)**  
Marske Hill Lane, Saltburn, Cleveland  
(Tel: Saltburn 2178)

Required for January, 1978, a teacher to be second in the SCIENCE Department.

### SCALE 1—ART WITH MUSIC

**BRUNNER SCHOOL (Roll 898)**  
Marsh House Avenue, Sillingham, Cleveland, TS23 3HS  
(Tel: Stockton 580847)

Required for September, a teacher for JUNIOR ART WITH MUSIC. Willingness to assist with extra-curricular music is essential.

### SCALE 1—ART

**RYE HILLS SCHOOL (Roll in September, 1,360)**  
Werkwick Road, Redcar, Cleveland  
(Tel: Redcar 4289)

Required for September, a Teacher for ART, able to offer Drawing, Painting with either Print-making or Photography.

The following vacancies exist at:—  
**ST. ANTHONY'S R.C. SCHOOL (Roll 960)**  
Tranmere Avenue, Middlebrough, Cleveland, TS3 6PS  
(Tel: Middlebrough 245824)

Required for September:—  
(1) A teacher for ENGLISH, SCALE 1 post.  
(2) A teacher for ENGLISH, and ENVIRONMENTAL STUDIES, SCALE 1 post.  
(Applications returnable to the Rev. F. O'Leigher, Clerk to the Governors, at the above address.)

### SCALE 1—HOME ECONOMICS

**LANGSAUROH SCHOOL (Roll 1,211)**  
Ormsby Road, Middlebrough, Cleveland, TS3 6RD  
(Tel: Middlebrough 34519)

Required for September, a teacher for HOME ECONOMICS.

### SCALE 1—MATHEMATICS

**BLAKESTON SCHOOL (Roll 1,080)**  
Junction Road, Stockton on Tees, Cleveland, TS19 9LT  
(Tel: Stockton 812381)

Required for September, a teacher for MATHEMATICS to teach at all levels throughout the school. The SMP course forms the basis of the Mathematics syllabus.

### SCALE 1—MATHEMATICS

**WESTFIELDS SCHOOL (Roll 1,088)**  
Kirkleatham Lane, Redcar, Cleveland  
(Tel: Redcar 73211)

Required for September, a teacher for MATHEMATICS with one of the following, RELIGIOUS STUDIES, MUSIC or ART.

### SCALE 1—MODERN LANGUAGES

**ORMESBY SCHOOL (Roll 898)**  
Stockwith Cross, Noinherfields, Middlebrough, Cleveland, TS3 0RG  
(Tel: Ealon Grange 88945)

Required for September, a teacher for SPANISH and FRENCH, able to teach across the ability range and to 'O' level in either language. Candidates must be willing to teach physically handicapped pupils integrated in to the school.

### SCALE 1—MUSIC

**HUSTLER SCHOOL (Roll 1,105)**  
Hall Drive, Acton, Middlebrough, Cleveland, TS5 7JY  
(Tel: Middlebrough 83601)

Required for September, a teacher for MUSIC.

### SCALE 1—PHYSICS

**SARAH METCALFE SCH., OL (Roll 818)**  
Burns Road, Teasville East, South Bank, Middlebrough  
Cleveland, TS8 9AW  
(Tel: Ealon Grange 88101)

Required for September, a teacher for PHYSICS to 'O' level.

### SCALE 1—SCIENCE

**NORTON SCHOOL (Roll 988)**  
Sarkshire Road, Stockton on Tees, Cleveland, TS20 2RD  
(Tel: Stockton 557381)

Required for September, a teacher for SCIENCE, capable of teaching CHEMISTRY to 'O' level.

### SCALE 1—TECHNICAL STUDIES and/or TECHNICAL DRAWING

**SASSLETON SCHOOL (Roll 811)**  
Sayedale Road, Thornaby, Cleveland, TS17 9DB  
(Tel: Stockton 512821)

Required for September, a teacher for TECHNICAL STUDIES and/or TECHNICAL DRAWING.

### SCALE 1—TECHNICAL STUDIES

**LOFTUS ROBERTSON SCHOOL (Roll 785)**  
Rosedale Lane, Loftus, Saltburn, Cleveland, TS18 4DZ  
(Tel: Loftus 40083)

Required for September, a teacher for TECHNICAL STUDIES.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated. Applications for SCALE 1 posts for September are obtainable from the Head Teachers at the addresses shown above and should be returned to the County Education Office, Education Office, Woodlands Road, Middlebrough, Cleveland, TS3 8HU, within 14 days of the appearance of this advertisement, unless otherwise stated. Applications by letter will only not be accepted.

## METROPOLITAN BOROUGH OF STOCKPORT

### SECONDARY

REQUIRED FOR SEPTEMBER, 1977

Princeshill School, Princeshill Road, Heaton Mersey

TEACHER OF FRENCH (Ref. 488/TES)

To teach throughout the school to C.S.E., 'O' and 'A' levels or to teach to C.S.E. and 'O' level and English in the junior school. Language Laboratory available.

TEACHER OF HOME ECONOMICS (Ref. 487/TES)

To teach Needlework and Cookery to C.S.E. and 'O' level standard.

Merple Hall High School, Hill Top Drive, Merple

TWO TEACHERS OF MODERN LANGUAGES (Ref. 488/TES)

Scale 1  
To share in the work of the Language Faculty throughout the school. Main modern languages are French and German with Spanish also being offered. Priority will be given to candidates who can offer two modern languages at least to 'O' level.

TEACHER OF HOME ECONOMICS (Ref. 489/TES)

Scale 1  
To share in the work of the Technical Faculty throughout the school. In the first two years all pupils follow a course in all the craft subjects, choosing 2 in the Home Economics and Needlework as popular subjects in the senior school and courses are offered to 'O' and 'A' levels. Preference will be given to candidates who have an interest in Food Science.

Broadway School, High Grove Road, Cheshire

TEACHER OF MATHEMATICS (Ref. 492/TES)

Scale 1  
A well-qualified person to teach up to 'A' level based in Modern Mathematics optional. S.M.P. will develop throughout the School.

Stramhill High School, Seol Road, Stramhill

TEACHER OF HOME ECONOMICS AND NEEDLEWORK (Ref. 493/TES)

Scale 1  
To teach Needlework in the Lower School and Home Economics to 'O' level, including a C.S.E. syllabus. To join a team of sewing working with Faculty of Design and Technology.

TEACHER OF ENGLISH (Ref. 495/TES)

Scale 1  
Specialist teacher in your subject. Applicant should state clearly their special interests and commitment to excellent ability teaching in the first two years of the school.

Moseley School, North Owsme Road, Cheshire

ASSISTANT TEACHER OF MATHEMATICS (Ref. 496/TES)

Scale 1  
For Modern Mathematics up to Advanced level with a view to coach Cricket/Hockey/Basketball work if available.

Hazel Grove High School, Jacksons Lane, Hazel Grove

TEACHER OF TECHNICAL STUDIES (Ref. 497/TES)

Scale 1  
To teach Metalwork throughout the school, technical drawing in years 1-3, and some woodwork in year 1. A department of six specialist staff. The Department courses are design based.

Reddish Vale School, Reddish Vale Road, Reddish

TEACHER FOR FRENCH AND GERMAN (Ref. 498/TES)

Scale 1  
Some 8th Form French teaching available. Both French and German are taken as first languages and necessary includes all ability range.

Stockport School, Mile End Lane, Stockport

TEACHER OF CHEMISTRY AND GENERAL SCIENCE (Ref. 499/TES)

Scale 1  
Ability to offer some Geography would be an advantage.

REQUIRED FROM SEPTEMBER 1977 TO AUGUST 1978

Bramhall High School, Seol Road, Bramhall

TEACHER OF POTTERY AND GENERAL GRAPHICS (Ref. 494/TES)

Scale 1  
Temporary Part-Time 15 hours per week. For Pottery and General Graphics work in years 1-3. Possibility of C.S.E./'O' level work for suitable applicant.

Application forms from the Director of Education, The Hall, Stockport (quoting reference) and return to the Director by 27th June, 1977.

## ST. HELENS EDUCATION AUTHORITY SECONDARY SCHOOLS

**MAINTON HILL SCHOOL**  
111 to 115, Wall Lane, Manton  
(11 to 18, Comprehensive)

**NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT**  
WOLFHAMPTON, NORTH WALTHAM  
1101 to 1105, North Waltham Road, Manton  
(11 to 18, Comprehensive)

**CITY OF BALFORD EDUCATION DEPARTMENT**  
PELLEBURY HILL SCHOOL  
21 to 25, Pelletbury Hill, Balford  
(11 to 18, Comprehensive)

**NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT**  
BILTONIAN SECONDARY SCHOOL  
1101 to 1105, North Waltham Road, Manton  
(11 to 18, Comprehensive)

**STAFFORDSHIRE EDUCATION AUTHORITY**  
STAFFORDSHIRE COUNTY COUNCIL  
1101 to 1105, North Waltham Road, Manton  
(11 to 18, Comprehensive)

**NORTH TYNSIDE EDUCATION AUTHORITY**  
NORTH TYNSIDE COUNTY COUNCIL  
1101 to 1105, North Waltham Road, Manton  
(11 to 18, Comprehensive)

**WARRINGHAM CITY OF WARRINGHAM EDUCATION DEPARTMENT**  
WARRINGHAM HIGH SCHOOL AND WARRINGHAM COLLEGE  
1101 to 1105, North Waltham Road, Manton  
(11 to 18, Comprehensive)

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## WILTSHIRE EDUCATION AUTHORITY

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## NEWHAM COUNTY COUNCIL

**NEWHAM COUNTY COUNCIL**  
NEWHAM COUNTY COUNCIL



SECONDARY Scale 2 Posts continued

ROTHAMPTON (Metropolitan Borough of) EDUCATION COMMITTEE... Applications are invited for the following posts vacant on 1 September, 1977:

ST HENRY'S EDUCATION COMMITTEE... SECONDARY SCHOOL... Applications are invited for the following posts vacant on 1 September, 1977:

CITY OF SALFORD EDUCATION COMMITTEE... APPLICATIONS FOR THE POSTS OF SECONDARY SCHOOL... Applications are invited for the following posts vacant on 1 September, 1977:

10. SECONDARY with some GENERAL SCIENCE... Applications are invited for the following posts vacant on 1 September, 1977:

SALFORD EDUCATION COMMITTEE... APPLICATIONS FOR THE POSTS OF SECONDARY SCHOOL... Applications are invited for the following posts vacant on 1 September, 1977:

SHIFTON Metropolitan Borough of... Applications are invited for the following posts vacant on 1 September, 1977:

SHEFFIELD EDUCATION COMMITTEE... APPLICATIONS FOR THE POSTS OF SECONDARY SCHOOL... Applications are invited for the following posts vacant on 1 September, 1977:

SHEFFIELD EDUCATION COMMITTEE... APPLICATIONS FOR THE POSTS OF SECONDARY SCHOOL... Applications are invited for the following posts vacant on 1 September, 1977:

STAFFORDSHIRE EDUCATION COMMITTEE... APPLICATIONS FOR THE POSTS OF SECONDARY SCHOOL... Applications are invited for the following posts vacant on 1 September, 1977:

Scale 1 Posts... Applications are invited for the following posts vacant on 1 September, 1977:

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SPECIAL EDUCATION Scale 2 Posts continued... Applications are invited for the following posts vacant on 1 September, 1977:

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SPECIAL EDUCATION Scale 2 Posts continued... Applications are invited for the following posts vacant on 1 September, 1977:

Secondary & Comprehensive Applications are invited for the following posts vacant on 1 September, 1977: DIDCOT GIRLS' SCHOOL, SHERWOOD ROAD, DIDCOT; KING ALFRED'S (C) BOYS' SCHOOL, PORTWAY, WANTAGE; JOHN MASON SCHOOL, WOOTTON ROAD, ABINGDON; ICKNIELD SCHOOL, WANTAGE; FITZHARRY'S SCHOOL, NORTH COURT ROAD, ABINGDON; LARKMEAD SCHOOL, FARINGDON ROAD, ABINGDON; MATTHEW ARNOLD SCHOOL, ARNOLDS WAY, CUMNOR, OXFORD.

Oxfordshire DUMFRIES AND GALLOWAY REGIONAL COUNCIL EDUCATION DEPARTMENT Applications are invited for the undemoted teaching posts in Secondary Schools: MUSIC - Dumfries High School, Lenington Academy, Rural Science/Biology, Maxwelltown High School, Dumfries; Mathematics - Sengharr Academy, Gatehouse Secondary School; Mathematics with other appropriate subjects - Lockerbie Academy; Remedial with Mathematics - Langholm Academy; English/French - Castle Douglas High School.

Scale 1 Posts Applications are invited for the following posts vacant on 1 September, 1977: EAST SUSSEX; RUTHERHAM; WIRRAL; SIXTH FORM AND TERTIARY COLLEGES; DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES; CITY OF SALFORD EDUCATION COMMITTEE; WIGAN; APPOINTMENTS IN SCOTLAND; DUMFRIES REGIONAL COUNCIL EDUCATION DEPARTMENT; HARROW EDUCATION COMMITTEE; BOLTON METROPOLITAN BOROUGH.

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Bolton Metropolitan Borough Required for September, 1977: ENGLISH, Scale 1; TEACHER FOR RELIGIOUS EDUCATION, Scale 1; CARE CONCERN; HEAD OF UNIT.

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Colleges of Further Education Directors and Principals

DURHAM COUNTY COUNCIL DURHAM AGRICULTURAL COLLEGE Application forms invited for the post of Vice-Principal. Further details and forms of application...

HEADS OF DEPARTMENT CHESTER EDUCATION COMMITTEE SALTON COLLEGE OF FURTHER EDUCATION Kingsway, Widnes WAB 7QQ

DEBENTHIRE EDUCATION COMMITTEE SALTON COLLEGE OF FURTHER EDUCATION Kingsway, Widnes WAB 7QQ

DEBENTHIRE EDUCATION COMMITTEE SALTON COLLEGE OF FURTHER EDUCATION Kingsway, Widnes WAB 7QQ

DERBYSHIRE EDUCATION COMMITTEE HIGH PEAK COLLEGE OF FURTHER EDUCATION

Harpur Hill, Buxton HEAD OF DEPARTMENT ENGINEERING & SCIENCE Grade 3

Required for January, 1978, to organise and develop engineering and science within the college. Applicants should be graduates or equivalent with appropriate industrial, teaching and administrative experience.

Application form and details from the Principal. Closing date: 27th June, 1977.

Required for 1st September, 1977, or thereafter: Oxford College of Further Education

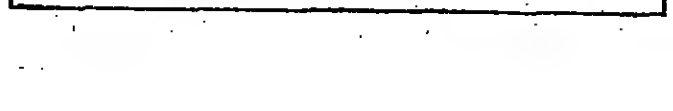
LECTURER I in SHORTHAND, TYPING and SECRETARIAL DUTIES LECTURER I in GENERAL and COMMUNICATION STUDIES

Lecturer I in BUSINESS STUDIES with ability to teach LAW or ACCOUNTANCY Abingdon College of Further Education

LECTURER I to teach GENERAL COMMERCIAL SUBJECTS, in particular ACCOUNTING and PRINCIPLES OF INSURANCE

West Oxfordshire Technical College Holloway Road, Witney, Oxon Telephone: Abingdon 21888

LECTURER I in ENGLISH Lecturer I Salary Scale £2,919-£4,960 per annum. Application form and further details from respective College Principal (please send s.a.s.)



Other Appointments AVON COUNTY COUNCIL EDUCATION COMMITTEE Applications invited for the post of Lecturer in Business Studies...

BARKING EDUCATION COMMITTEE Applications invited for the post of Lecturer in Business Studies...

CHESTER EDUCATION COMMITTEE Applications invited for the post of Lecturer in Business Studies...

CITY OF BIRMINGHAM EDUCATION COMMITTEE Applications invited for the post of Lecturer in Business Studies...

DEBENTHIRE EDUCATION COMMITTEE Applications invited for the post of Lecturer in Business Studies...

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CAMBRIDGE/SHIRE EDUCATION COMMITTEE Applications invited for the post of Lecturer in Business Studies...

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Advertisement for Guildford County College of Technology, Stoke Park, Guildford, Surrey. Head of Department, Science & Electrotechnology, Grade V. Salary Scale: £7,707-£8,583 (plus award £150). Further particulars and application forms available from the Principal on receipt of SAE. Application forms should be returned within two weeks of the appearance of this advertisement.

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COLLEGES OF FURTHER EDUCATION continued

SOUTH TYNSIDE

Applications are invited for the above post from suitably qualified candidates...

STAFFORDSHIRE EDUCATION COMMITTEE

Applications are invited for the above post from suitably qualified candidates...

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Applications are invited for the above post from suitably qualified candidates...

SURREY EDUCATION COMMITTEE

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SURREY EDUCATION COMMITTEE

Applications are invited for the above post from suitably qualified candidates...

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

Applications are invited for the above post from suitably qualified candidates...

BIRMINGHAM COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post from suitably qualified candidates...

WALSLEY COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post from suitably qualified candidates...

LONDON THE POLYTECHNIC OF NORTH LONDON

Applications are invited for the above post from suitably qualified candidates...

BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post from suitably qualified candidates...

SHEFFIELD EDUCATION

Applications are invited for the following posts...

STRATHCLYDE REGIONAL COUNCIL DEPARTMENT OF EDUCATION Further Education. Applications are invited for the undernoted posts...

ERITH COLLEGE OF TECHNOLOGY Bexley London Borough. Applications are invited for the following post...

BIRMINGHAM CITY COUNCIL Brixton College for Further Education. Applications are invited for the following posts...

WALSLEY COLLEGE OF FURTHER EDUCATION. Applications are invited for the following posts...

SHEFFIELD EDUCATION Stannington College-Sheffield. Applications are invited for the following posts...

Vertical text on the left margin, possibly a page number or reference.

COLLEGES OF FURTHER EDUCATION continued

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SHEFFIELD EDUCATION

Applications are invited for the following posts...

ABERDEEN ROBERT GORDON'S INSTITUTE OF TECHNOLOGY SCHOOL OF NUTRITIONAL SCIENCE LECTURER. with good honours degree in Food Science, Nutrition, Microbiology, Biochemistry or related subject...



### Lecturers in Law

**FACULTY OF SOCIAL SCIENCES**  
**Chelmer Institute of Higher Education**  
 Victoia Road South, Chelmsford, CM1 1LL  
 (Tel: Chelmsford 544911)

Required from 1st September, 1977, for B.A. (Hons.) Degree Course.  
 Salary Scale: £2,913-£5,985 per annum.  
 Application form, to be returned by 27th June 1977, and further details from the Secretary.

**Essex County Council**

**City of Manchester Education Committee**  
**NORTH MANCHESTER AREA OF COMMUNITY EDUCATION**

Area Principal: H. Gonz, B.A.  
**WHELEH COMMUNITY EDUCATION CENTRE**  
 Whetler Street, H. Openshaw, Manchester, M11 1DH  
 Head: Mrs. E. Shotton, Dip. E.E.

Applicants are invited from well qualified and experienced candidates for the following two posts, to commence duties as soon as possible:

**CE/5 Lecturer Grade II-Handicrafts**  
 £3,744-£5,985

A person with imagination and initiative is required to be directly responsible for the co-ordination and development of Handicraft Courses within the centre and additionally to be involved in a developmental/observatory role in this subject area (mainly wood and metal craft) within the North Manchester Area, with specific reference to training, curriculum development and resources.

**CE/6 Lecturer Grade I-Domestic Arts**  
 £2,913-£4,869

To teach a wide range of domestic subjects including Cookery and Catering to non-vocational students and to be involved in the development of examination courses in cookery and allied subjects.

Applicants for both posts should have good experience in and knowledge of the affairs of adult/community education and be able to contribute towards the social and spiritual life of the centre.

Application forms and further particulars are obtainable from and returnable to the Area Principal, North Manchester Area of Community Education, Abraham Moss Centre, Crescent Road, Manchester M8 6UP, by not later than June 30, 1977.

**UNIVERSITIES**  
**Appointments continued**

**OXFORD**  
**THE UNIVERSITY**  
**DEPARTMENT OF FORESTRY**  
**RESEARCH ASSISTANT**

An assistant is required to continue research into the water relations of woodlands. Applicants must have at least a BSc with distinction in Forestry or a degree in a related subject with an upper class honours classification in Forestry. The appointment is for two years commencing on 1st September 1977. Salary scale £5,075-£5,800 p.a. For details apply to the Director of Forestry, Forestry Commission, Forestry House, Wellesbourne, Warwick, CV35 9EF, by 27th June 1977.

**Colleges of Higher Education**

**BIRMINGHAM COLLEGE OF COMMERCIAL TRAINING**  
 111, Collyer Quay, Birmingham B3 2ET

**COLLEGE OF LONDON, N17**  
 COLLEGE OF LONDON, N17  
 Invited for September, 1977

**ESSEX COUNTY COUNCIL**  
 LEARNING CENTRE, LEIGH  
 109, Leigh Road, Leigh, Merseyside L40 4HE

**LONDON, N17**  
 COLLEGE OF LONDON, N17  
 Invited for September, 1977

**UNIVERSITY APPOINTMENTS**  
 are also advertised in THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper for higher education contains a notice-board of all University appointments. It is the most authoritative source of information for the University sector. It is published weekly, every Friday, and is available free of charge to all University staff and students.

For further information or to order a copy, contact the Editorial Department, Higher Education Supplement, The Times, London EC4A 3DF. Telephone 01-857 1254, extension 375.

**Colleges of Education**

**CLEVELAND TECHNICAL INSTITUTE**  
 101, Victoria Road, Middlesbrough, Cleveland TS1 1JG

**GLASGOW**  
 THE UNIVERSITY  
 INSTITUTE OF EDUCATIONAL STUDIES

Appointments are invited for the posts of Lecturer in Health Education and Lecturer in Health Education. The posts are at the Glasgow School of Health, Glasgow G4 0GE. Applications should be sent to the Director of Health Education, Glasgow School of Health, 101, Victoria Road, Middlesbrough, Cleveland TS1 1JG. Closing date: 1st July 1977.

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**Teachers' Centres**

**BAHANEY**  
 BAHANEY INSTITUTE OF EDUCATION, 101, Victoria Road, Middlesbrough, Cleveland TS1 1JG

**LEARNING CENTRE ASSISTANT**  
 LEARNING CENTRE ASSISTANT, LEIGH  
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 COLLEGE OF LONDON, N17  
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**KATHOLIEKE UNIVERSITEIT NIJMEGEN**

### Chair of educational sociology

Applications are invited for the above post in the Sub-Faculty of Sociology. The appointee will carry responsibility for teaching undergraduates and graduates in Sociology and Pedagogy, the latter in the framework of a projected Interdisciplinary Course in Educational Science in collaboration with the Departments of Pedagogy and Psychology. The successful candidate will be expected to conduct research in Educational Sociology in cooperation with the new institution. As head of Department of Educational Sociology, the appointee will also have a representative function on the board of the new interdisciplinary Department.

**Requirements:** Applicants should possess a relevant degree in Social Sciences, be versed in the main issues in Educational Sociology and in its theoretical and methodological developments. He or she should be encouraged and end personal example promote empirical research in the above field, and must be prepared to accept the usual organisational and administrative load.

Those requiring further particulars or wishing to draw the attention of the Appointments Committee to the names of suitable candidates should write to the chairman, Professor O. Schreuder, Department of Sociology, Verlengde Groenestraat 75, Nijmegen, The Netherlands (tel. 090-513017 or 513013), with whom all applications, accompanied by a curriculum vitae and list of publications should be lodged within four weeks of the publication of this advertisement.

faculty of social sciences  
 university of nijmegen


**Exciting new post in Residential Education**

### DUNCROFT COMMUNITY HOME (EDUCATION)—STAINES, MDDX.

requires it **DEPUTY PRINCIPAL (EDUCATION)**

to reorganise and be responsible for the Education programme. This is a unique opportunity for an enthusiastic and experienced individual to develop a modern progressive programme to meet the needs of children aged 14+. Experience in working as a manager in a residential setting would be an advantage.

Satisfactory JMC grade 11 (Quality Head), £4750-£5780 p.a. + £312 p.a. Supplement + Fringe London Weightings. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. For further details and job description contact: Mr. C. J. Eerie, Assistant Children's Officer (Schools), London Division, Thimble Lane, Barking, Essex. Tel: 01-551 0011. Application forms to be returned to the Divisional Children's Officer at the above address by 1st July, 1977.



**ilea INNER LONDON EDUCATION AUTHORITY**

### Ravens All Conference and Water Sport Centre

Surbiton, Surrey KT6 4HN

### Resident Assistant Warden

required to be responsible for the Warden for activities and equipment not related to water pursuits and as the professional course assistant for conferences and courses on non-water activities. Applicants should have a Youth Service and/or teaching qualification with experience in orienting training courses and supervising at all levels. Similar residential experience an advantage. Salary £3190-£3665 including allowances together with excellent benefits. A post is also available for a residential Cook (City and Guilds qualified with experience). Applications will be considered on a rolling basis for the two posts, in which case a furnished form will be available.

For further details and application forms please apply to: Miss Rose, 30/Ench, The County Hall, London SE1 1UL or telephone 01-332 7300.

**APPOINTMENTS continued**

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 111, Collyer Quay, Birmingham B3 2ET

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**Leisure Services**


### Opportunities in the Youth and Community Service

We require suitably qualified and experienced men or women for the posts of full-time Youth and Community Workers at

**Top Valley Youth and Community Centre**  
 William Sharpe Youth and Community Centre

Both of these centres are purpose-built and are situated on the campuses of comprehensive schools in Huddersfield. Both centres are well equipped and staffed by both youth and community workers. This is an opportunity to join a strong team of professional workers in a secure position with excellent development. The salary for either post will be within the range £2,697 to £3,665 p.a. plus 5% plus car allowance. A single 24-hour rota system will be adopted by the centres. Generous assistance will be given with the expenses incurred in moving home in accordance with the Authority's Scheme.

Further details and application forms are obtainable from the Director of Leisure Services, Trent Bridge House, Fox Road, West Huddersfield, Huddersfield, by return of July 1, 1977. Please quote reference 145.



**Nottinghamshire County Council**  
 County Hall, West Bridgford  
 Nottingham NG2 7QP

### SENIOR PLAYLEADER

(Ref 498)

The present postholder has just been promoted within the Children's Play Section and a vacancy for a Senior Playleader at Kennington Park Adventure Playground is now available. The scheme is well developed and provides an important local point for the children of school age within the local community. The Senior Playleader, male or female, will be responsible for the supervision of a team of up to seven staff and the planning and promotion of a programme of activities for the children using the play-scheme. Preference will be given to those who have experience in Playleadership or other work with children. Salary: £3,438-£3,868 p.a. inclusive.

For further information and application form telephone 01-761 8981, ext 66, or 01-761 1801 (24-hour answering service). London Borough of Lambeth, Directorate of Amenities Services, 14 Knights Hill, West Norwood, London SE27 0HY. Closing date 24th June, 1977.

### LAMBETH

**LONDON, N17**  
 COLLEGE OF LONDON, N17  
 Invited for September, 1977

**ESSEX COUNTY COUNCIL**  
 LEARNING CENTRE, LEIGH  
 109, Leigh Road, Leigh, Merseyside L40 4HE

**LONDON, N17**  
 COLLEGE OF LONDON, N17  
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**Community Homes and Associated Institutions**

**HEADSHIPS AND DEPUTY HEADSHIPS**

**DEVON**  
 COMMUNITY HOMES AND ASSOCIATED INSTITUTIONS

**LIVERPOOL CATHOLIC SOCIAL SERVICES**

**ASSOCIATION OF COMMUNITY HOMES AND ASSOCIATED INSTITUTIONS**

**LEICESTER**  
 LEICESTER CITY COUNCIL

**LEICESTER**  
 LEICESTER CITY COUNCIL

**Colleges of Higher Education**

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Appointments are invited for the posts of Lecturer in Health Education and Lecturer in Health Education. The posts are at the Glasgow School of Health, Glasgow G4 0GE. Applications should be sent to the Director of Health Education, Glasgow School of Health, 101, Victoria Road, Middlesbrough, Cleveland TS1 1JG. Closing date: 1st July 1977.

**Leisure Services**

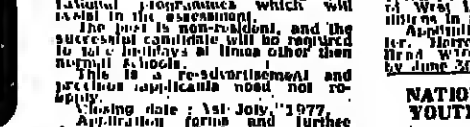
### Opportunities in the Youth and Community Service

We require suitably qualified and experienced men or women for the posts of full-time Youth and Community Workers at

**Top Valley Youth and Community Centre**  
 William Sharpe Youth and Community Centre

Both of these centres are purpose-built and are situated on the campuses of comprehensive schools in Huddersfield. Both centres are well equipped and staffed by both youth and community workers. This is an opportunity to join a strong team of professional workers in a secure position with excellent development. The salary for either post will be within the range £2,697 to £3,665 p.a. plus 5% plus car allowance. A single 24-hour rota system will be adopted by the centres. Generous assistance will be given with the expenses incurred in moving home in accordance with the Authority's Scheme.

Further details and application forms are obtainable from the Director of Leisure Services, Trent Bridge House, Fox Road, West Huddersfield, Huddersfield, by return of July 1, 1977. Please quote reference 145.



**Nottinghamshire County Council**  
 County Hall, West Bridgford  
 Nottingham NG2 7QP

### YOUTH AND COMMUNITY SERVICE

**DORSET COUNTY COUNCIL**  
**YOUTH SERVICES**

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
**YOUTH SERVICES**

**LEICESTER CITY COUNCIL**  
**YOUTH SERVICES**

**LEICESTER CITY COUNCIL**  
**YOUTH SERVICES**

**COMMUNITY HOMES AND ASSOCIATED INSTITUTIONS**

**HEADSHIPS AND DEPUTY HEADSHIPS**

**DEVON**  
 COMMUNITY HOMES AND ASSOCIATED INSTITUTIONS

**LIVERPOOL CATHOLIC SOCIAL SERVICES**

**ASSOCIATION OF COMMUNITY HOMES AND ASSOCIATED INSTITUTIONS**

**LEICESTER**  
 LEICESTER CITY COUNCIL

**LEICESTER**  
 LEICESTER CITY COUNCIL

**Colleges of Higher Education**

**LONDON, N17**  
 COLLEGE OF LONDON, N17  
 Invited for September, 1977

**ESSEX COUNTY COUNCIL**  
 LEARNING CENTRE, LEIGH  
 109, Leigh Road, Leigh, Merseyside L40 4HE

**LONDON, N17**  
 COLLEGE OF LONDON, N17  
 Invited for September, 1977

**Colleges of Education**

**CLEVELAND TECHNICAL INSTITUTE**  
 101, Victoria Road, Middlesbrough, Cleveland TS1 1JG

**GLASGOW**  
 THE UNIVERSITY  
 INSTITUTE OF EDUCATIONAL STUDIES

Appointments are invited for the posts of Lecturer in Health Education and Lecturer in Health Education. The posts are at the Glasgow School of Health, Glasgow G4 0GE. Applications should be sent to the Director of Health Education, Glasgow School of Health, 101, Victoria Road, Middlesbrough, Cleveland TS1 1JG. Closing date: 1st July 1977.

**Leisure Services**


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**Nottinghamshire County Council**  
 County Hall, West Bridgford  
 Nottingham NG2 7QP

### YOUTH AND COMMUNITY SERVICE

**DORSET COUNTY COUNCIL**  
**YOUTH SERVICES**

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
**YOUTH SERVICES**

**LEICESTER CITY COUNCIL**  
**YOUTH SERVICES**

**LEICESTER CITY COUNCIL**  
**YOUTH SERVICES**

### YOUTH OFFICER

The Youth Officer will be responsible for the day-to-day running of the Youth Centre and for the supervision of the staff. The post is a full-time position and requires a person with a minimum of 3 years experience in youth work. The salary for this post is £3,868 p.a. plus 5% plus car allowance. For further details and application form telephone 01-761 8981, ext 66, or 01-761 1801 (24-hour answering service). London Borough of Lambeth, Directorate of Amenities Services, 14 Knights Hill, West Norwood, London SE27 0HY. Closing date 24th June, 1977.

### LAMBETH

**COLLEGE OF ALL SAINTS, LONDON, N17**

Recruitment for: September, 1977, if possible, or January, 1978.

### HEAD OF RELIGIOUS STUDIES

(Principal Lecturer in charge of subject)

Courses at B.Ed. and Certificate levels; diversified courses planned. Negotiations in progress for amalgamation with Middlesex Polytechnic. Further particulars available. Apply with full curriculum vitae as soon as possible (closing date 30th June) to: Principal, College of All Saints, London N17 8HR. (Tel. 01-808 2842)

**BRETTON HALL COLLEGE**

### LECTURER IN MUSIC

The College offers Music as a major study for college students of the University of Leeds. B.A. (College) with combined studies B.Ed. Ordinary and honours Post Graduate Certificate in Education Certificate in Education and In-Service Education of Teachers. With 10 full-time and 20 part-time tutors, the music department is well-established (Head: Miss D. M. Bird, M.Lit., Mus.B., L.R.A.M.). A new post is available for a musician whose interests embrace Composition, History of Music, Music in relation to the other Arts. Good academic qualifications and a commitment to teaching and to making music will be essential. Candidates free to join us by January, May, or September 1978 are invited to apply. Details from Principal (T), Bretton Hall, West Bretton, Wakefield, West Yorks WF4 4LG.

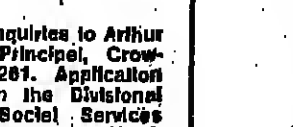
### Wash Manor

Community Home with Education

Social Workers, Teachers and Residential Care Staff

Opportunity for gaining group work experience in a multi-disciplinary team of qualified and enthusiastic people providing for the needs of children in care. Candidates should be able to offer a variety of skills including some particular qualification/experience/motors. This home is being extended to provide a living/learning setting for fifty-six boys (10-16 years) for the South-East Region. The architectural concept is unique in providing for work with small groups of eight with excellent facilities for creative pursuits.

Accommodation and removal expenses available. Salaries according to qualifications/experience.



**East Sussex**

Informal enquiries to Arthur Laycock, Principal, Crowborough 3281. Application forms from the Divisional Director, Social Services Department, 22 North Street, Hailsham, Sussex (Hailsham 841103).

### LANFRANC YOUTH WING

#### FULL-TIME YOUTH WORKER

A suitably qualified and experienced youth worker is required for the above post. No teaching is required but the ability to relate to the school staff team and to maximise their involvement with Youth Wing activities is essential. Salary Scale: JMC Range 3 (£4,588-£5,046 p.a. inclusive of London Weighting and flat rate supplement).

### CROYDON

Further details and application forms may be obtained from the Director of Education (Room 8-22), Toberner House, Park Lane, Croydon, Surrey, CR8 1TP. Informal enquiries may be made to Mr. Bernard Dowdell, Youth Service Adviser, Telephone number 01-888 4453, extension 2548.

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IRAN

NURSERY TEACHERS NEEDED

For Nursery Schools In IRAN. Newly established British-style schools. English medium. Excellent conditions of service offered.

Write to: STAFF RECRUITMENT Bletchington Park College Bletchington, Oxford

OVERSEAS Appointments continued

ITALY ENGLISH TEACHERS required for primary schools in Umbria, Lazio, Campania and Sicily. Salary as per Italian scale. From 11.5.2071. The Times 17.6.77.

SICTY TEACHERS IN SENIOR secondary schools in Sicily. Salary as per Italian scale. From 11.5.2071. The Times 17.6.77.

GERMANY ENGLISH TEACHERS required for primary schools in Bavaria, Baden-Wuerttemberg, Hesse, Rhineland-Palatinate, Saarland, Schleswig-Holstein, Lower Saxony, North Rhine-Westphalia, Baden-Wuerttemberg, Hesse, Rhineland-Palatinate, Saarland, Schleswig-Holstein, Lower Saxony, North Rhine-Westphalia.

GREECE

Wanted experienced TEACHER of English for annual visit 1977-78. Write to: British Council, London, W1A 1AA.

Administration Local Education Authority

CLYWD COUNTY COUNCIL... Administration Local Education Authority... Director of Administration...

ADMINISTRATION Local Education Authority continued... GATESHEAD... DEPARTMENT OF EDUCATION...

DIRECTOR task force

Outstanding person required... task force is a young dynamic organisation at work in London caring for old people by involving volunteers to give friendship and practical help...

task force with 60 staff, a budget of £1 million and 13 offices, needs a director committed to participative management and able to work under constant pressure...

Salary: Present Director £5,500. By negotiation.

Further details from: Acting Director, Task Force, 1 Thorpe Close, Off Cambridge Gardens, London, W.10.

CAMBRIDGESHIRE CAREERS SERVICE

Specialist Careers Officer... Ref. CAB 67/T... For work with unemployed young people in Fenland District.

Careers Officer

(Cambridge Area) Ref. CAS 20... Candidates must possess (or be about to obtain) the Diploma in Careers Guidance or an equivalent professional qualification.

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

SEPTEMBER 1977... Applications are invited from qualified and experienced Secondary and Primary teachers...

NEWCASTLE UPON TYNE CITY EDUCATION COMMITTEE

CAREERS OFFICER... Applications are invited from qualified and experienced Secondary and Primary teachers...

WINDBOR BOYS SCHOOL (BOARDING) HAMM

Scale 2, Drama and English... A teacher trained in drama is required to introduce this activity into the curriculum...

SCALE 1 Madras Languages

A graduate to teach French to 'A' level and German subsidiary... Primary-Malaysia... Highgate Hill School, Kuala Lumpur...

Service Children's Education Authority (AW3151) Teacher Appointments Section...

ADMINISTRATION Local Education Authority continued

GATESHEAD... DEPARTMENT OF EDUCATION... GATESHEAD LOCAL EDUCATION AUTHORITY...

HAIRINGLEY

Applications are invited from professionally qualified persons for the post of Special Schools Officer...

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ADMINISTRATION Local Education Authority continued

GATESHEAD... DEPARTMENT OF EDUCATION... GATESHEAD LOCAL EDUCATION AUTHORITY...

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EDUCATION DEPARTMENT Education Catering Officer £5,751-£6,222 including pay code supplements. Applications are invited from well qualified and experienced caterers for the post of Catering Officer in the City of Education Service...

COUNTY OF AVON Education Service SENIOR ADVISER Design and Social Education Salary scale: Southbury Headteacher Group 10 (0-4) £7,455-£8,079. ADVISER Design and Social Education Salary scale: Southbury Headteacher Group 9 (0-4) £6,969-£7,593.

EDUCATION WELFARE OFFICER Post E24 Northern Area (Based at Lowestoft) A vacancy will shortly exist in the Education Department, Northern Area, Lowestoft, for an Education Welfare Officer. Some previous experience in Education Welfare or Social Services work would be an advantage...

Advisory Officer for Primary Education Salary: Burnham Head Teacher Group 8 (£7,287-£7,911 per annum inclusive) Burnham Head Teacher Group 9 recommended (£7,767-£8,391 per annum inclusive). The successful candidate will join a team of Advisory Officers who work closely with Head Teachers and assistant teachers...

Brunei School of Engineering SENIOR TECHNICAL INSTRUCTOR TELECOMMUNICATIONS To teach C and G Telecommunications Technician Course 270/271 with Telephony/Telegraphy as specialist subjects... SALARY in range up to £7,980 p.a. TAX FREE. Plus 25% terminal gratuity.

TEACHERS & INSTRUCTORS Overseas We have interesting and challenging vacancies at an established technical training school in the Gulf Area of the Middle East for teachers and instructors in the following categories: English Language and Maths/Physics... Technical Instructors Airframe/Engine and General Engineering.

OVERSEAS TEACHING POSTS TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (NEW HEBRIDES) Lecturers in TEFL/ESP (IRAN) LECTURER (TEACHER EDUCATION) (TEHRAN) LECTURER (ENGLISH FOR SPECIAL GROUPS) (TEHRAN) LECTURER (ENGLISH FOR MIXED GROUPS) (TEHRAN) LECTURER (ENGLISH FOR THRESHOLD PROGRAMMES) (TEHRAN) LECTURER (GENERAL ELT DUTIES) (ISFAHAN) ENGLISH TEACHERS (PORTUGAL) HEAD OF DEPARTMENT OF PHARMACY AND SCIENCE (GHANA) TEMPORARY HEADMASTER (NEPAL) TEACHER OF ENGLISH LANGUAGE/LITERATURE (BAHRAIN) TEACHER OF BIOLOGY (NUFFIELD) AND CHEMISTRY (BAHRAIN) Primary-Malaysia Highgate Hill School, Kuala Lumpur





**Cumbria Education**

Cumbria County Council invites applications for the following posts. Applicants should possess a Degree, Diploma in Careers Guidance or equivalent qualification and preferably have completed a course of professional training for the Careers Service.

**Senior Careers Officer**  
Grade AP5 £4,137 to £4,407  
KENDAL

To be responsible for giving careers advice to the academically more able pupils and coordinating the work of a small team of officers. Experience in the Careers Service essential.

**Careers Officer**  
Grade AP3 £3,234 to £3,594  
BARROW

Further particulars and application forms for both posts, returnable by July 1, from the Director of Education, 5 Portland Square, Carlisle.

**Cheshire**

**Specialist Careers Officer for the Unemployed—Education**  
AP4/5 £3,366-£4,095 plus £312 p.a. supplement

The Specialist Careers Officer will be a qualified, experienced Careers Officer who has a real understanding of employer's problems at a time of recession but is also able to establish empathy with unemployed young people.

This is a temporary post which will continue for the period the Department of Employment grant aids this scheme.

Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ.  
Closing date: 1st July.

**COUNTY OF NORTH YORKSHIRE**

**AREA CAREERS OFFICER**  
HARROGATE

Applications are invited from suitably qualified/experienced men and women for the post of Area Careers Officer at the Area Careers Office, Jesmond House, Victoria Avenue, Harrogate.

Salary Scale (S02) £4,698-£4,992 + £312 p.a. salary supplement.

Application forms (to be returned by 1st July, 1977) and further details from the County Education Officer, County Hall, Northallerton, DL7 8AE.

**Royal County of BERKSHIRE**

**SOUTHERN REGIONAL COUNCIL FOR FURTHER EDUCATION**

Applications are invited for the post of **SECRETARY to the COUNCIL**.

Salary Scale: £8,661-£9,315.

The post is superannuable.

Candidates should be graduates with experience of further education work through either teaching or administration.

Further particulars from Director of Education, Kennet House, 80/82 Kings Road, Reading. Closing date 11th July, 1977.

**ADMINISTRATION General continued**

**SHEFFIELD**  
THE SHEFFIELD Y.M.C.A. has vacancies for the post of **SECRETARY** of the Y.M.C.A. The post holder will be responsible for the day-to-day running of the Y.M.C.A. and will be required to liaise with the various departments of the Y.M.C.A. and to be responsible for the Y.M.C.A. premises and to be responsible for the Y.M.C.A. finances.

**YORKSHIRE REGIONAL EXAMINATIONS BOARD**  
Applications are invited for the post of **EXAMINATIONS OFFICER**.

**Metropolitan Regional Examinations Board**

**EXAMINERS**

Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**Metropolitan Regional Examinations Board**

Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**Child Care**

**HERTFORDSHIRE**  
The Hertfordshire County Council has a vacancy for the post of **CHILD CARE OFFICER**.

**North Regional Examinations Board**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**Educational Psychologists**

**LONDON, N.W.1**  
The London Educational Psychologists' Association has a vacancy for the post of **EDUCATIONAL PSYCHOLOGIST**.

**Royal Society of Arts Examinations Board**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**ilea INNER LONDON EDUCATION AUTHORITY**

**Technical Equipment Officer**

required to be responsible, under the Assistant Education Officer (FHE), for the provision of machinery and equipment for teaching purposes and its installation at all FHE establishments in the ILEA area.

Applicants should have relevant industrial experience and higher education.

Salary range: £7,800-£8,461 (Inclusive of London Weighting and supplementary allowances).

Details and application forms from the Education Officer (EO) (Etab: EAF1), Addington Street, The County Hall, London, SE1 7PB. Please send a stamped addressed envelope. Forms to be returned by 6 July 1977.

**METROPOLITAN REGIONAL EXAMINATIONS BOARD**

**ASSISTANT SECRETARY**  
(£5,589-£6,468)

Applications are invited for the post of Assistant Secretary. Applicants should have substantial teaching experience in secondary, further or higher education. Administrative experience is desirable. Salary is likely to increase on 1 July under Phase 2.

Forms and further details should be requested by post and sent to the undersigned (for telephone Mrs. Logsdon, 870 21441).

Closing date: 1 July 1977.

D. H. BARO, M.A., Secretary to the Board, Metropolitan Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW1W 6EJ.

**Islington Social Services**

**ARE YOU Experienced in work with Children or Young People?**

Looking for a job with children in which you will be able to contribute to their general good. Prepared to join a S.S.D. which has a multitude of problems, a lack of resources but a willingness to evaluate its efforts.

Interested in working within a career salary structure offering the opportunity to progress to a salary of £3,438 p.a. plus excellent fringe benefits.

**IF SO:-**

We may have a vacancy in one of our residential children's establishments which might suit you. Applications from qualified teachers particularly invited.

Please write or phone for an application form. Director of Social Services, 17 Islington Park Street, London N1 0J. Tel. 01-559 3555, ext. 207. Quoted Reference LSS/AS/13B.

Interviews will be arranged in an early date when full discussion of the opportunity will take place.

**Department of Health and Social Security**

**GLENTHORNE YOUTH TREATMENT CENTRE**  
ERDINGTON, BIRMINGHAM

**Residential Social Workers**  
**Nurses**  
**Occupational Therapists**

The construction of this Centre, the second to be provided, in existing premises and it is due to open towards the end of the year. The Centre will provide long-term care, education and treatment for some of the most severely disturbed boys and girls between the ages of 12 and 19 in the care of local authorities.

When full, the Centre will accommodate 54 young people in 4 house units, each under the supervision of a head of house and a in a hostel. The staff running the house units will be expected to deliver a high quality of care and control of the children based on personal relationships. The Centre will be under the management of a Director, assisted by a deputy and an assistant director, and supported by specialist consultant staff.

The existing YTC has made valuable progress in developing specialised methods of close interdisciplinary working. Working methods at Glenthorne will be worked out with the Director and his staff and applicants should be prepared to work in an usually close collaboration with members of other disciplines.

Teachers, nurses and occupational therapists preferably with some experience of working with difficult children, are required to work as members of the staff. Some who, in consultation with the programme for the young people.

**BALARIES** are in accordance with the following scales: in all cases a YTC allowance of £395 p.a. and pay supplements of £314 p.a. and up to £200 p.a. in accordance with appropriate "Stage II" settlement are payable.

**RESIDENTIAL SOCIAL WORKERS (Senior Grade):** £2,607-£3,057.

**TEACHERS:** £2,255-£3,744 (graduate and additional qualification additions payable where appropriate), plus an extensive duty allowance.

**NURSES:** £2,371-£3,772.

**OCCUPATIONAL THERAPISTS:** £2,647-£3,390.

For background information and an application form (to be returned by 6 July) write to Mr. L. N. Dean, Department of Health and Social Security, EP4 Division, Room 410, Wythage House, 75 Adam Street, London WC2R 6AE. If you require additional details about the work of the Centre, please contact Mr. R. J. Smith, telephone number: 01-407 8822, extension 6980.

**EXAMINERS Appointments continued**

**THE ASSOCIATED EXAMINING BOARD**  
for the General Certificate of Education (G.C.E.)

Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**UNIVERSITY OF LONDON**

**EXAMINERS**

Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**Librarians**

**LANCASTER**  
Applications are invited for the post of **LIBRARIAN** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**AVON**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**BOURNEMOUTH**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**KENT**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**LONDON BOROUGH OF BARKING**

**EDUCATION DEPARTMENT**

**Educational Psychologist**

dependent upon qualifications, experience and salary in the range £5,500 to £5,950 plus £312 plus City of London Weighting of £492.

Applications are invited from suitably qualified and experienced men and women for the post of Educational Psychologist for the period September 1, 1977, to August 31, 1978.

The School's Psychological Service is housed in an excellent purpose-built centre from which a team of five psychologists and eight specialist teachers serve a school population of approximately 30,000. The service is well-equipped and supported by a good secretarial staff.

The successful applicant, who will work directly to the Senior Educational Psychologist, will undertake casework and will also be involved in the maintenance and development of a number of action research projects undertaken by the service.

Potential applicants might wish to contact Mr. G. E. F. Trokey, the Senior Educational Psychologist (01-592 0281) for an informal discussion.

Further details and application forms can be obtained (stamped addressed envelope please) from the Chief Education Officer, Town Hall, Barking, Essex, to whom completed application forms should be submitted by not later than July 1, 1977.

**NORTHAMPTONSHIRE**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**SUFFOLK**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**Miscellaneous**

**LONDON, E.1**  
**INNER LONDON EDUCATION AUTHORITY**

**LONDON COLLEGE OF FURNITURE**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**THE WESTMINSTER PLAY ASSOCIATION**

Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**AVON COUNTY**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**HERTFORDSHIRE**  
Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**OXFORD LANGUAGE CENTRE**

Applications are invited for the post of **EXAMINER** in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages.

**NATIONAL ASSOCIATION OF WOMEN'S CLUBS**

Applications are invited for the post of **GENERAL SECRETARY**.

Head Office is in London. Organization covers 1,000 Women's Clubs in England and Wales.

General Secretary is responsible for overall direction of work under Executive Committee. Planning of National Conferences and General Educational Week-End Conferences.

Applicants should have had experience in similar or allied work, or in teaching; and should enjoy working with people. Experience necessary in staff and volunteer leadership.

Some week-end work required, also travelling. Application forms and further details can be had from:

The Hon. Chairman, N.A.W.C.,  
5 Vernon Rise, Kings Cross Road  
London WC1X 9EP  
(Jarga s.a.s. please)  
Closing date for applications is 6th July, 1977

**County of Cleveland**

**PERIPATETIC TEACHER OF INSTRUMENTAL MUSIC (WOODWIND)**

Required from September, 1977, or January, 1978, a peripatetic teacher of WOODWIND for the South Teas area of the County. SCALE 2 POST for fully qualified and experienced teacher (special instructor) for other experienced musician. The teacher would join an established team teaching individual pupils and small groups in schools and assist with the development of instrumental work generally. There are 28 central schools and youth orchestras and bands in Cleveland County.

Car allowance available.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, not later than 1st July, 1977.

**SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY**

requires a **RESEARCHER** for a resource liaison project

The council requires a researcher during the school year 1977/78 to conduct field work on resource networks in primary and secondary education in Scotland. The project aims to examine the channels through which the classroom teacher obtains both the information and the resources themselves.

The researcher will be expected to travel extensively and to produce a report which may be published.

The successful applicant must have teaching experience in Scotland, should have a proven interest in, and understanding of, the organization of resources, and should be able to write clearly and concisely. The post would be suitable for a recently retired but energetic teacher or lecturer. A current driving licence would be an advantage.

The post will run from late August, 1977, to the end of June, 1978. Salary for the period is £3,300.

For details and application form, contact: Graham Berry, Secretary, Scottish Council for Educational Technology, 18-17 Woodside Terrace, Glasgow G3 7XN

**Art Council of Great Britain**

**DADA AND SURREALISM REVIEWED**

**SIX MONTH TEMPORARY EDUCATION APPOINTMENT**

A teacher/organiser is required for six months from August, 1977, to plan and carry out an education programme. He or she will be expected to contact schools and further education colleges, and to research and prepare written material and lectures for use in schools on the forthcoming Dada and Surrealism exhibition.

Applicants should be qualified to degree level or the equivalent in History of Art or Fine Art, with a specialist knowledge of the 20th Century. They should have had considerable experience in the educational field.

Salary pro rata on £4,233 p.a.; 11 days' leave.

There are no application forms but applicants should write with full curriculum vitae to the Establishment Officer, 105 Piccadilly, London, W.1, to arrive not later than Monday, 4th July, 1977.

Further details are available on request.



87 Broadcasting/Films/Briefings

# Step by note by step

## Sesmary Hartill visits Ballet Rambert

at Rambert are making yet her dance experiment. This is a new ballet which brings up a total reassessment of the relationship between text and music.

Most ballets are created round a pre-composed musical score. Of course there have been exceptions—for the music for *The Nutcracker*, for example, was written before the choreographer had decided on the steps of the dance. But the music for *Step by Step* was written by the composer, the late John Field, who died in 1927, before the choreographer had decided on the steps of the dance.

It is not only the music which is new but also the choreography. The ballet is set in a room which is not only a room but a stage. The dancers are not only dancers but actors. The music is not only music but a story. The choreography is not only choreography but a play.

The new Rambert work, while it is a new ballet, is nevertheless interesting because it is a new kind of ballet. It is a new kind of ballet because it is a new kind of music. It is a new kind of music because it is a new kind of choreography. It is a new kind of choreography because it is a new kind of story. It is a new kind of story because it is a new kind of play. It is a new kind of play because it is a new kind of art.



Aubrey Manning, Christie Brannwell, David Bellamy and friends.

# Careful chaos

In episode one we look at wolves and dogs and hear about survival. Selection, natural and artificial, is discussed. Bellamy bounces around explaining how Pedro the griffin evolved from wolves, getting electric shocks from an eel, defarming a desert scorpion to show that it can live in ice as well as warm water.

The emphasis on demonstration using live animals and children gives *The Gene Machine* tremendous energy and an engagingly morbid atmosphere. Future guests will include two pigs living 20 piglets, Topoz the problem child and a dead mammoth, giving Mr Bellamy the opportunity to continue his Senghaic act.

It has been criticized for over-popularizing, for pitching his appeal too low, and that is perhaps why these programmes are timed for home viewing rather than school. But they should give enough information, amusingly disguised as entertainment, to satisfy all but the most serious.

## Frances Farrer

It's all the work of the genes. It makes you fat, it makes you lean. Short or tall or red or green. It's all the work of the genes.

The jolly song which begins and ends each part of *The Gene Machine* (Yorkshire, Fridays, 4.45 pm) sets the tone for another popular science series introduced by the inimitable David Bellamy. This time he is going to introduce us to evolution, selection and DNA, in screen programmes.

There is a studio audience, mostly of kids, and the series is presented by Aubrey Manning, Christie Brannwell and Pedro the Griffin. Within this framework they like us to have the impression that anything can happen through the experiment in a tiny beginning.

The work is to be designed by the Maudie Hayles, and its premiere is at the Edinburgh Festival on June 25.

## Masterworks

**Caroline O'Grady**  
The National Gallery is carrying out an experiment: it has asked a well-known modern artist, Anthony Caro, to choose a number of the gallery's old masters which have particular significance for him and these have been displayed alongside one of his own works—a large abstract walled sculpture, "Orange".

By itself the exhibition would be an esoteric exercise (few could appreciate the links between, for example, Ballin's "The Madonna of the Meadow" and Mr Caro's large bolted edifice without some direction by an expert hand).

The first series of the exhibition is entitled "The Artist's Eye" and will be shown several times a day at the gallery until July 24 and will also be transmitted on Aquarius (BBC 2) on July 16.

As we watch Caro wander round the gallery talking to his wife or an interviewer about his choice of pictures for the exhibition we are forced to see the painting through his eyes and to think about his work in an historical context.

He is engagingly modest about his own work, frightened that the Rembrandt "Susanna van Ufford" will "make mincemeat" of his sculpture, which is "too cool" beside the warmth and depth of that masterpiece.

Picture are often rejected, not because he does not like them, but because they do not contribute to the whole. As Mr Caro struggles towards his vision of the exhibition it becomes obvious what a supreme capacity for taking trouble really means.

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## Briefings

Radio and tv

**OU and FE**  
Crantford and the *Mad Rugsister* (Part 2: Saturday 10.45 VHF4; Part 3: Monday 06.50 VHF3). Two programmes concerned with an analysis of creativity. *Bergson and the Futurists* (Monday, 06.45 VHF3). A discussion of Bergson's theory that a proper awareness of life is an awareness of movement and change. *Le Corbusier's Villa Savoye* (Wednesday, 07.30 BBC2). Tim Benton visits the Villa Savoye at Poissy near Paris. *Hardy and 'Jude the Obscure'* (Friday, 07.30 BBC2). This film centres on the place of hardy in the history of English literature.

**Books**  
*Doke Around* (Monday, 10.25 Friday, 10.10 ITV). Two people with different ideas try to get 'Away from it all' at Meeting Our Needs (Monday, 11.39 Wednesday, 9.42 ITV). Ten to 12-year-olds study "Modern Justice". *Going to Water* (Monday, 14.40 Tuesday, 11.18 BBC1). School leavers are shown jobs. *The Messengers* (Tuesday, 9.47 Thursday, 9.42 ITV). Why do we laugh at the misfortune of cartoon characters? *History: Long Ago* (Tuesday, 14.00 VHF4, 2.25 VHF4). The last of a unit on "Knights of the Crusades". *Wardley: That's telling* (Thursday, 9.25 VHF4). A folktales from Wales. *Mathew* (Thursday, 10.25 BBC1). "A Set of Scales": scale, models and maps for 11 to 13-year-olds. *Location, Britain* (Friday, 11.05 BBC1). Thirteen to 16-year-olds examine a geographical location.

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Deaths, marriages, births. Contact: The Times Educational Supplement, 100 Victoria Road, Canterbury, Kent. Tel: 01843 5411.

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Teachers' union news and updates. Contact: The Teachers' Union, 100 Victoria Road, Canterbury, Kent. Tel: 01843 5411.

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Current requirements for teaching agencies. Contact: The Education Agency, 100 Victoria Road, Canterbury, Kent. Tel: 01843 5411.

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Reception and infant school news. Contact: The Reception School, 100 Victoria Road, Canterbury, Kent. Tel: 01843 5411.

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